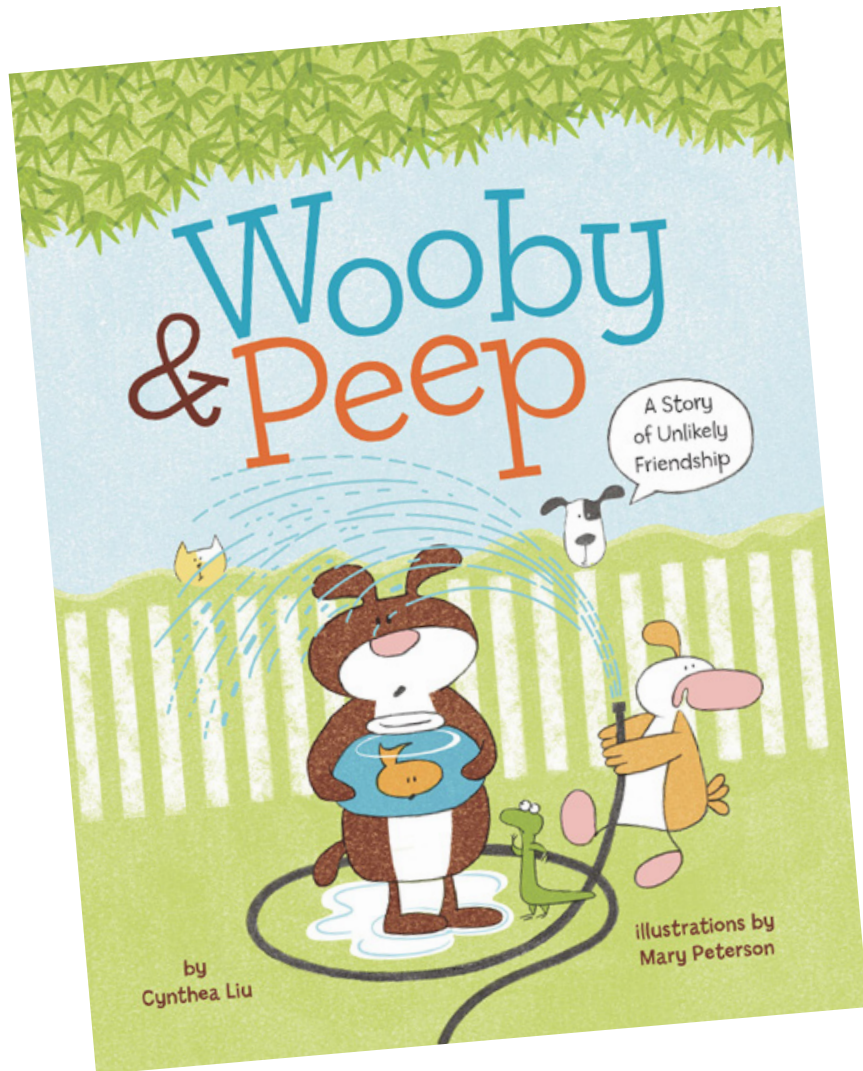


Wooby & Peep



Written by
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Illustrations by
Mary Peterson

Published by
Sterling Publishing

Guide Created by
Debbie Gonzales



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Meet the author - Cynthia Liu.



How do authors tell stories?
What tools do they use?

Go to Cynthia's website at cyntheliu.com to find out more about her and other books she has written.

Meet the illustrator - Mary Peterson.



How do illustrators tell stories?
What tools do they use?

Go to Mary's website at marypeterson.com to enjoy the variety of illustrations she's produced.

Pre-Reading Discussion Questions

Look closely at the front cover.

- ▶ Describe what you see on the front cover.
- ▶ Who are the characters featured in the illustration?
- ▶ Guess why the duck is spraying the bear with the water hose.
- ▶ Describe the bear's reaction to being sprayed.
- ▶ How are the tiny lizard and goldfish responding to this action?
- ▶ The title of the book is WOOPY & PEEP: A STORY OF UNLIKELY FRIENDSHIP.
 - Define the word “unlikely”.
- ▶ Tell what you know about friendship.
- ▶ Predict what you think this story is going to be about.
 - How will it begin?
 - How will it end?

Look closely at the back cover.

- ▶ Describe what you see.
- ▶ Do you think the tree will have something to do with the story? How so?
- ▶ Who are the characters peeping over the fence?
 - Will they have something to do with the story?
 - If so, tell how they will play a role in this story.
- ▶ What about the setting of this story?
 - Is it a calm place or an active, rowdy place?
 - How do you know?

Post-Reading Discussion Questions

Wooby loved his goldfish, Wendy, and his humble home. He lived on a quiet little street where the neighbors minded their own business.

- ▶ The word “humble” means gentle, polite, and ordinary. Tell how a home can be humble.
- ▶ Explain what “minding your own business” means.
- ▶ Describe the street where Wooby lived.
 - What does it feel like to live on a street like Wooby’s?
 - Describe what living in Wooby’s home was like.

“A wild party?” Wooby asked. “I’m not the wild type, but it would be rude if we didn’t go. Right, Wendy?”

The other neighbors suddenly had plans. They liked their neighborhood just the way it was, and Peep’s party sounded so ... different.

- ▶ The word “wild” means crazy, rowdy, and noisy. Tell why throwing a wild party was considered to be a very strange thing to do in Wooby’s neighborhood.
- ▶ The word “rude” means disrespectful, cruel, and unmannerly. Explain why Wooby is concerned about being rude.
- ▶ Have you ever acted wildly? If so, describe the feeling.
- ▶ Have you ever known someone to act rudely? Describe the situation.

That night, Wooby played Go Fish with Wendy. At least it was peaceful again in his quiet little neighborhood.

It was perfectly quiet.

Or maybe, just maybe, a little too quiet ... and lonely?

- ▶ Recall the wild, crazy, rowdy, and noisy things Peep had done to Wooby and his humble home.
- ▶ Has Peep acted rudely? List ways that Peep had been disrespectful and unmannerly.
- ▶ Wooby’s neighborhood could be a “little too quiet?” What does that mean?

Post-Reading Discussion Questions

- ▶ The word “lonely” means feeling friendless, empty, and lonesome. Can you see how Wooby might feel lonely? How so?
- ▶ Have you ever felt lonely? If so, describe your feelings.
- ▶ In the beginning of the story, Wooby liked things to be quiet. What has changed in Wooby?

“I just wanted to thank you for being my friend,” Peep said.

- ▶ The word “friend” means pal, buddy, or companion. Had Wooby treated Peep as a pal or a buddy? If not, why did Peep think that Wooby was his friend?
- ▶ Could it be that Peep had confused Wooby’s politeness as friendship? How so?
- ▶ Of the two, who had been the friendliest? Wooby or Peep? Explain your answer.
- ▶ Can people who are as different as Wooby and Peep be friends? How so?
- ▶ Think about your own friends. Are they the same as you or different? Explain your answer.

Wooby and Peep made big plans for a party.

- ▶ In the beginning of the story, Wooby was resistant to attend a party. At the story’s end, he’s excited to plan one of his own!
 - What has caused this change in Wooby?
 - Parties can be wild and crazy. What made Wooby willing to plan a party with Peep?
- ▶ Look closely at the illustration. Notice the floor plans Wooby and Peep are creating together.
 - Tell how some of their drawings relate to particular parts of the story.
 - How are Wendy’s needs met in the new floor plan?
 - How are Ricardo’s needs met?
 - How will certain things such as the tree and the fountain be fixed and made right?
- ▶ Notice the neighbors peeping over the fence. Are they minding their own business? Why or why not?
- ▶ At the end of the story, are Wooby and Peep pals? Buddies? Friends? How do you know?

Cause & Effect

Peep moved in.

Wooby swallowed. “Wendy, I hope this isn’t as bad as it looks.”

Objective: To examine how actions cause corresponding effects on preceding events in the story or in life.

Materials:

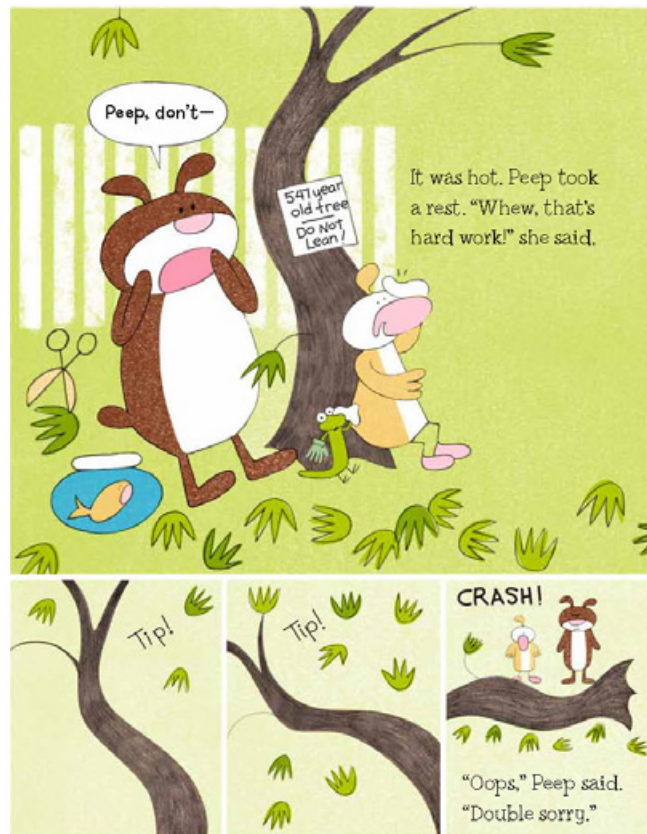
- ▶ Cause & Effect printout (page 8)
- ▶ Pencil
- ▶ Markers
- ▶ The book WOOPY & PEEP: THE STORY OF UNLIKELY FRIENDSHIP

Procedure:

- ▶ Throughout the discussion phase of this lesson, flip through the book to find the text and illustrations that depict the scenes described.
- ▶ Discuss the story, specifically how some of the things that Peep did affected Wooby, such as:
 - Bringing a huge marble globe to Wooby’s backyard caused what to happen? What was the effect of that action?
 - The act of leaning on the 547-year-old tree caused what to happen? What was the effect of that action?
 - The act of hauling in a new forest of trees into Wooby’s backyard caused what to happen? What was the effect of that action?
- ▶ Discuss the story, specifically how some of the things that Woody did affected Peep, such as:
 - How was Peep affected when Wooby was the only one who came to his party? Wooby’s attending the party caused Peep to do or feel what?
 - What did Wooby want that eventually caused the two to become friends?

Cause & Effect

- ▶ Moving beyond the story, discuss how real-life actions cause effects. In other words, think how when a person does one thing it causes something else to happen. Encourage the child to explain and/or give examples of how situations can cause effects on them or others.
- ▶ Drawing from a personal experience or retelling of events from the book, use the Cause & Effect printout (page 8) to illustrate and write a description of a cause and effect scenario.
 - Illustrate the cause of the event in the rounded-rectangular shape.
 - Illustrate the effect of the event in the explosion-like shape.
 - Tell the story of the cause and effect situation in the lined spaces provided on page 8.



Cause & Effect

Handwriting practice lines consisting of solid top and bottom lines with a dotted midline, repeated ten times.

The Definition of Friendship

“Your friend?”
Wooby scratched his head.
“I’m just a neighbor, Peep.”

Objective: To explore the definition of friendship through the creation of a simple craft and a written follow up.

Materials:

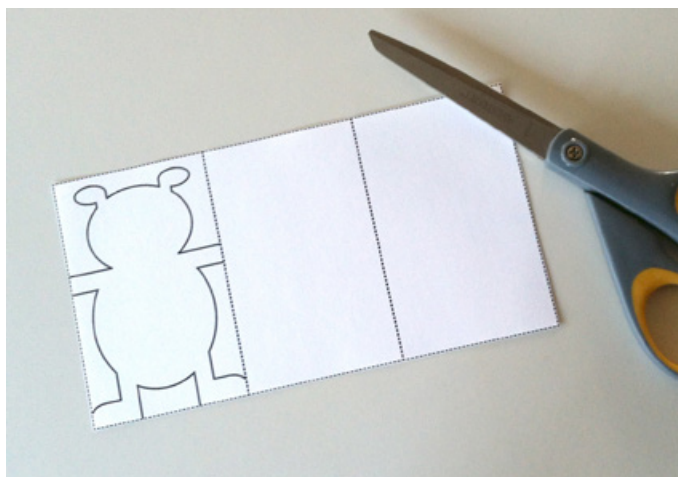
- ▶ Paper doll foldable print out (page 11)
- ▶ Scissors
- ▶ Markers
- ▶ Pencil
- ▶ Writing paper (page 11)
- ▶ The book WOOPY & PEEP: A STORY OF UNLIKELY FRIENDSHIP

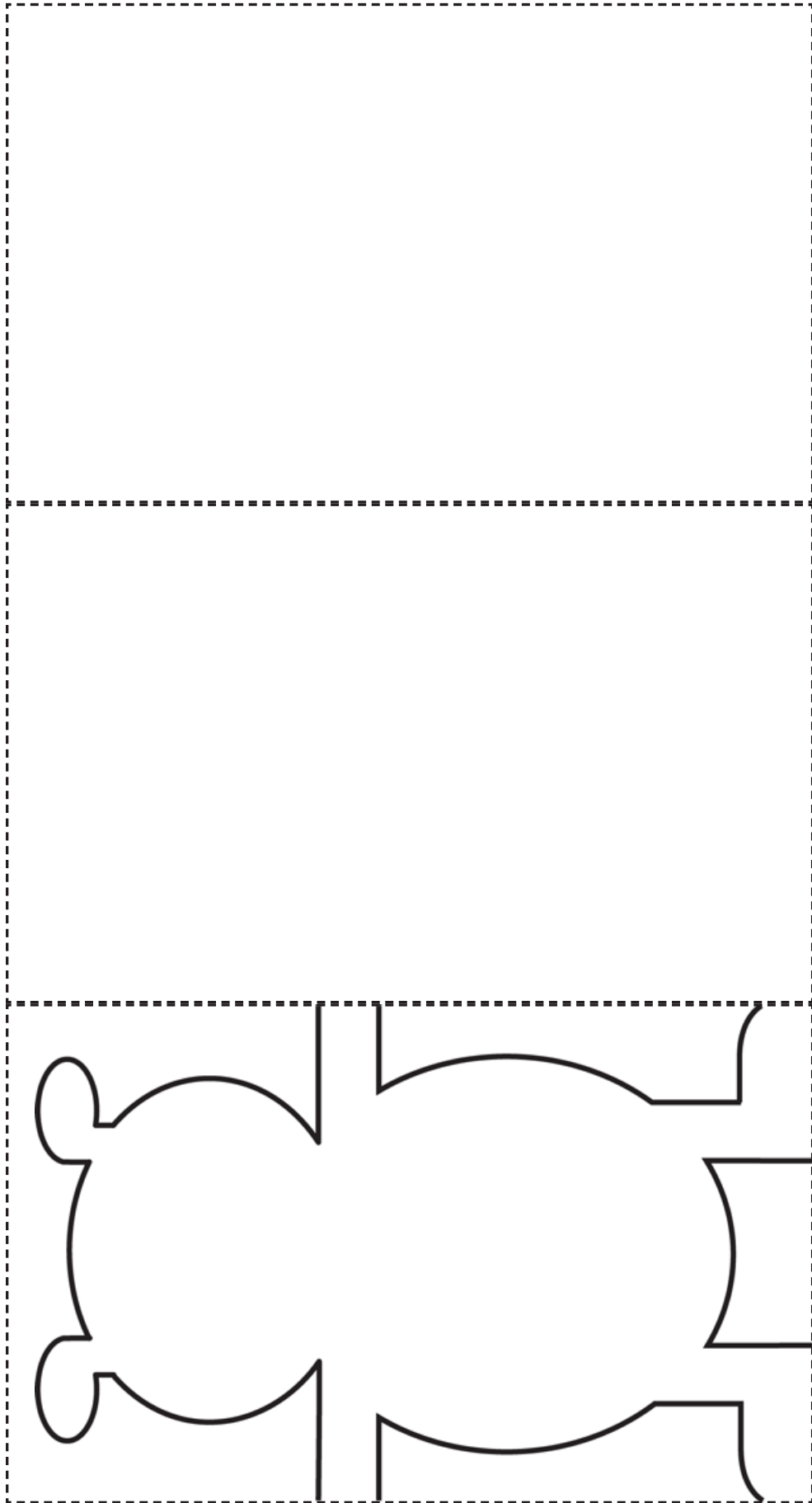
Procedure:

- ▶ Print out the paper doll foldable (page 11).
- ▶ Using scissors, trim around the outer edge of the foldable as shown.
- ▶ Fold paper in an accordion fashion with the figure outline at the top.
- ▶ Cut on the bold lines.
- ▶ Open foldable to reveal the hands and feet of the figures connecting.
- ▶ Decorate paper dolls. Perhaps the child might like to imagine themselves as being the third paper doll in the chain.
- ▶ Explore and define the meaning of friendship. Use the following statements and questions to lead a discussion about the topic.
 - Is there a difference between being a friend and being a neighbor? How so?
 - Define being a neighbor.

The Definition of Friendship

- Define being a friend.
- Are there times when being a neighbor and being a friend is the same thing? Explain your answer.
- List your neighbors. Are any of them your friends? If so, who?
- List your friends. Are any of them your neighbors? If so, who?
- ▶ Using the writing paper (page 12) and a pencil, write an informative piece explaining the definition of friendship.
- ▶ Illustrate your work in the space provided on the writing paper.





The Definition of Friendship

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

Calendar of Your Events



The next day, the whole neighborhood was invited to Peep's housewarming party. Wooby and Wendy gulped.

Objective: To illustrate and design a personal calendar following the numeric sequencing of a standard calendar.

Materials:

- ▶ Large fold-out household calendar
- ▶ Pencil
- ▶ Markers
- ▶ Calendar template (page 14)

Procedure:

- ▶ Print out calendar template (page 14)
- ▶ Place the large fold-out household calendar beside the calendar template.
 - Show the child the blank grids at the bottom of the calendar template.
 - Explain that these spaces designate the sequence of days and weeks in a month.
 - Study the numeric sequence printed on the fold-out household calendar. Note the similarity of placement of the days of the week and the number of days in a week.
 - Show the child where the month's name is located on the fold-out calendar and where a space has been provided for them to label the template.
 - Have the child label the personal calendar with the month's name.
 - Write the dates in the proper places in the weekly/daily grids below.
- ▶ Illustrate the upper portion of the calendar as desired.

Month Name _____

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Go Fish!!

You play Go Fish, too?

Objective: To recognize and associate words and their corresponding illustrations.

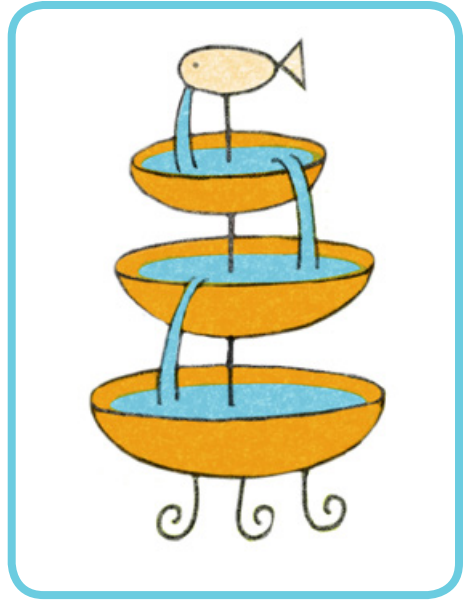
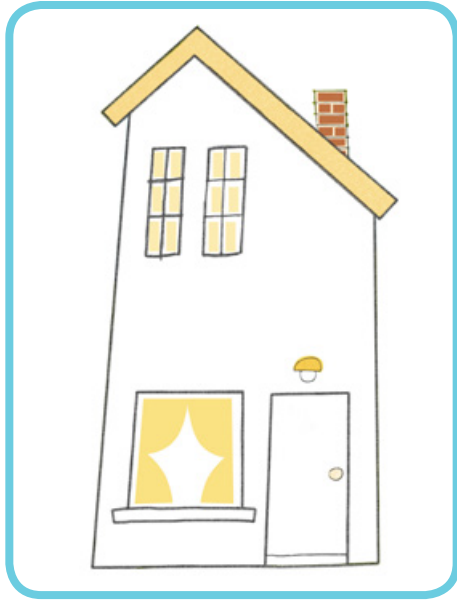
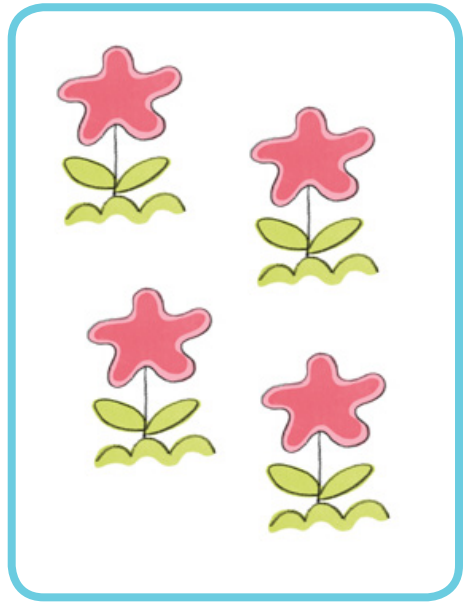
Materials:

- ▶ Cardstock
- ▶ Go Fish cards (pages 15 to 16)
- ▶ Scissors
- ▶ Laminate (optional)

Procedure:

- ▶ Print Go Fish cards (pages 16 to 17) on cardstock.
- ▶ Using scissors, trim around the cards' borders.
- ▶ Laminate cards, should you desire.
- ▶ To play Go Fish:
 - Game may be played with two or more players.
 - Place cards face down on a table top.
 - Flip over one card.
 - ▶ Note that if the card is an illustration, you will be seeing its corresponding word label.
 - ▶ Note that if the card is a word label then you are seeking its corresponding illustration.
 - Flip over another card. If you have a match, remove them from the face-down group on the tabletop, place them in a pile near you, and take another turn.
 - If you do not have a match, replace the cards in their face-down position on the tabletop and allow the other player to have a turn.
 - Continue in this way until all of the illustration cards and word cards have been matched.
 - The player who has the most matches wins the game.





house

fountain

petunias

tree

Peep

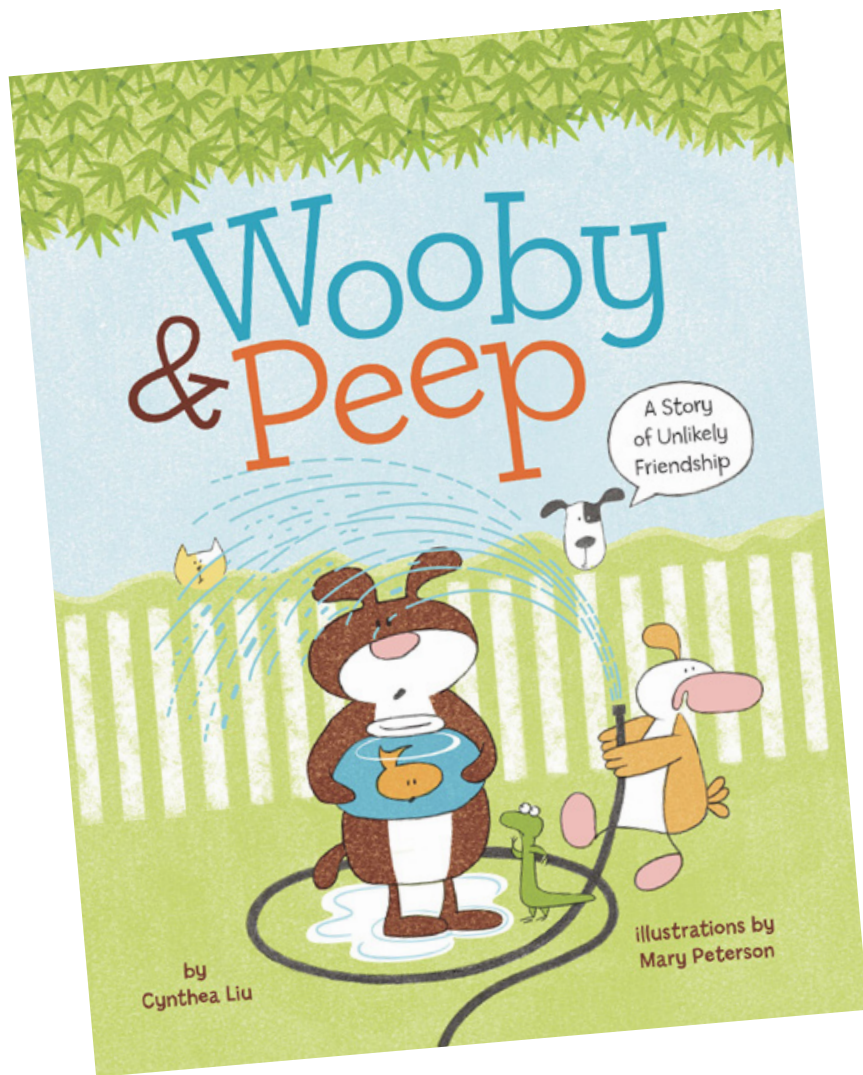
Richardo

Wooby

Wendy

neighbors

Reader's Theater Script for Wooby & Peep



Written by
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Illustrations by
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Published by
Sterling Publishing

Guide Created by
Debbie Gonzales



Reader's Theater is a joint dramatic reading from a text, usually with no memorization, no movement, and a minimum of props. It involves children in oral reading through reading parts in scripts. Unlike traditional Theater, the emphasis is on oral expression of the part rather than on acting and costumes.

What is its purpose?

It enables students to bring a text to life and together create a powerful interpretation. It offers less confident readers support from peers and provides a genuine social purpose for attentive reading. It also provides students with models for creating 'the voice behind the page' in their own silent reading. Reader's Theater provides a real context for reading and has obvious benefits for students by increasing their skills as readers, writers, listeners, and speakers.

In the same way that a television adaptation can push book sales through the roof, Reader's Theater can take students into the world of a text and entice them into enthusiastic reading.



Getting Started

The following pages contain all that is necessary to present a Reader's Theater production of WOOPY & PEEP: A STORY OF LIKELY FRIENDSHIP:

- ▶ A Playbill is a promotional flyer of which multiple copies can be printed out to be distributed to members of the audience. Cast members can be listed, if desired.
- ▶ Cast List
- ▶ Character Cards (optional)
- ▶ The Script

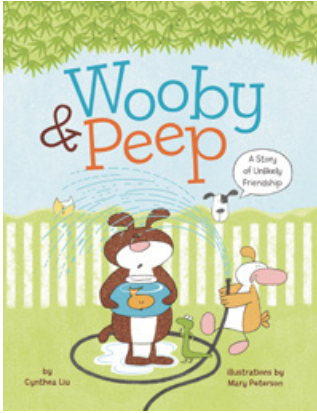
“Just you and me,” Wooby said.

“Wooby and Peep!” Peep said.

“Best Friends forever!”

Reference: “Instructional Strategies Online - Reader's Theatre.” Online Learning Centre. Web. 1 Dec. 2011.
<http://olc.spsd.sk.ca/de/pd/instr/strats>.

Announcing a Reader's Theater performance of Cynthia Liu's **WOOPY & PEEP**



Date _____

Time _____

Place _____

Cast Members

Wooby _____ Peep _____

Wendy _____ Ricardo _____

Narrators 1, 2, & 3 _____

Chorus/Cast Members

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Cast of Characters

Wooby _____

Peep _____

Wendy _____

Ricardo _____

Narrator 1 _____

Narrator 2 _____

Narrator 3 _____

Chorus/Cast Members:

Character Cards

Objective: To create cards identifying the roles students will play during the Reader's Theater production..

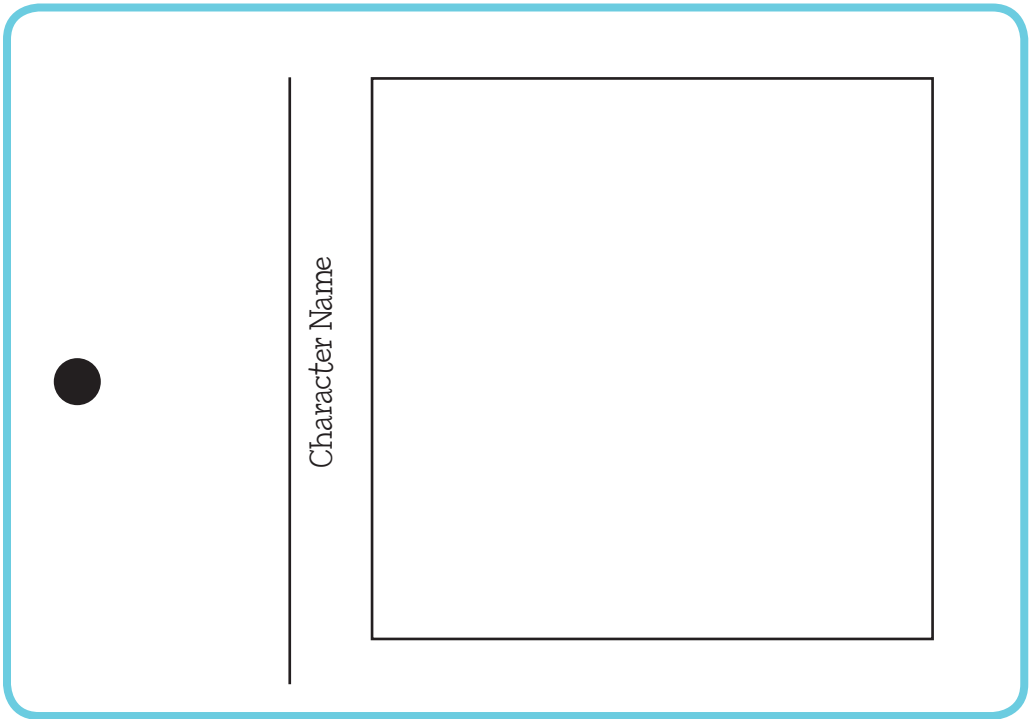
Materials:

- ▶ Markers
- ▶ Scissors
- ▶ Cardstock
- ▶ Piece of string
- ▶ Hole puncher
- ▶ The book WOOPY & PEEP: A STORY OF UNLIKELY FRIENDSHIP

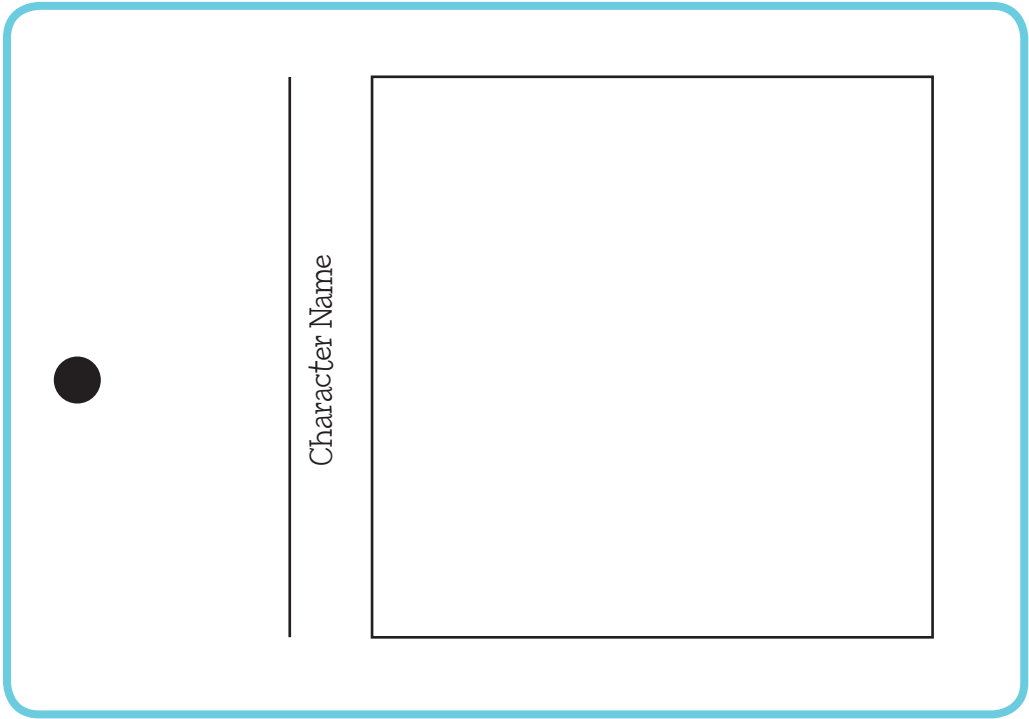
Procedure:

- ▶ Once the child knows the role that they will be playing in the Reader's Theater production, have them study the illustrations of that particular character.
- ▶ Print cards on cardstock.
- ▶ Using the scissors, trim around the borders of the card.
- ▶ Have the child write the character's name on the line provided on the card.
- ▶ Have the child draw a picture of the character in the square provided on the card.
- ▶ Use the black dots in the upper corners of the card as a guide and punch a holes in the card.
- ▶ Tie a piece of string long enough to go behind the child's neck so the card hangs chest-high.

Character Cards



A character card template with a light blue border. On the left side, there is a solid black circle. To the right of the circle is a vertical line. Further right, the text "Character Name" is written vertically. To the right of the text is a large, empty rectangular box for a drawing.



A second character card template, identical to the first one, featuring a black circle, a vertical line, the text "Character Name", and a large empty rectangular box.

Wooby & Peep: A Story of Unlikely Friendship

Script

Act I

- Narrator 1:** Wooby loved his goldfish, Wendy, and his humble home. He lived on a quiet little street where the neighbors minded their own business. Until one day... Peep moved in.
- Peep:** Wow, Ricardo. Smell that air. Listen to that quiet. It's not like the city, is it? You think the neighbors will mind my sound system?
- Ricardo:** (Nods vigorously)
- Wooby:** (Shocked, looking toward Peep. Swallows hard) Uh, oh. Wendy, I hope this isn't as bad as it looks.
- Wendy:** (Wide-eyed and worried)
- Peep:** (Loudly, waving arms to direct moving truck) Bring that moving truck right this way, boys!
- Narrator 1:** The next day, the whole neighborhood was invited to Peep's housewarming party. Wooby and Wendy gulped.
- Wooby:** (Gulp hard)
- Wendy:** (Gulp hard)
- Wooby:** A wild party? I'm not the wild type, but it would be rude if we didn't go. Right, Wendy?
- Wendy:** (Shakes head no, vigorously)
- Narrator 1:** The other neighbors suddenly had plans. They liked their neighborhood the way it was, and Peep's party sounded so ... different.
- Rabbit:** That's my day to bunnysit.

- Pig:** What about my mud bath?
- Cow:** That's when I have moo-sic lessons!
- Kitten:** I need to go potty.
- Narrator 1:** The big day arrived and Peep's party was a stunning ... (Big sigh) ... failure. Nobody came except Wooby and Wendy.
- Peep:** (Excitedly) Would you like to pin the tail on the zebra? Want to take a jungle ride? Or maybe we can do a safari dance?
- Ricardo:** (Wide grin, happy face.)
- Wooby:** Sounds like fun...but...um ...(Big sigh) ...no, thanks.

Act II

- Narrator 2:** The party had been a big flop, but Peep was not a quitter. She wanted to be Wooby's friend. The next day, Peep called to her neighbor.
- Peep:** It's a truly, truly, truly terrific day to do something nice for a friend, wouldn't you say?
- Wooby:** Sure, Peep.
- Narrator 2:** Wooby listened to the trickling of his fountain and read a comic book.
- Peep:** This huge marble globe will look great in Wooby's yard.
- Narrator 2:** Chip, chip! Chip, chip! Roll, roll! Roll!...
The huge marble globe came tumbling into Mooby's backyard and hit his trickling water fountain with a ...
- Narrators
1, 2 & 3** (Loudly) CRASH!
- Peep:** Oops. Sorry!
- Narrators
1, 2 & 3** (Loudly) SPLASH!
- Narrator 2:** After Wooby cleaned up the mess, he trimmed his magnificent 547-year-old maple tree. Clip, clip, clip! Clip!
All the while, Wooby was thinking...
- Wooby:** The Peep sure is interesting.

Narrator 2: Next door, Peep was fixing Wooby's favorite flowing fountain.
Glop, glop, glop, glop!
It was hot. Peep leaned on the 547-year-old tree to take a rest.

Wooby: Peep, don't -

Peep: Whew, that's hard work!

Narrator 2: And then the 547-year-old magnificent maple went ... Tip! ... Tip!

**Narrators
1, 2 & 3** (Loudly) CRASH!

Peep: Oops. Double sorry.

Narrator 2: The next morning, Wooby planted petunias in his prized petunia patch. He sang them a glorious tune.

Wooby: Petunias, petunias. It's so nice to grow ya's.

Narrator 2: Suddenly, Wooby heard Peep yell from next door. Peep was up to something. Again.

**Narrators
1, 2 & 3** (Loudly) He was having a forklift of tall trees hauled to Wooby beautiful yard!

Peep: This new forest will make Wooby forget about his maple tree.
(Loudly) Steer it to clear, boys!

Ricardo: (Whistles) Tweee!

Narrator 2: The truck went CRANK! and then...

**Narrators
1, 2 & 3** (Loudly) CRASH!

Narrator 2: Wooby's yard and home were destroyed! Wooby glared at his humble, crumbled home.

Peep: (Sheepishly) At least you still have the petunia patch.

Wooby: (Arms crossed, angrily) Hmmph!

Act III

Narrator 3: That night, Wooby played Go Fish with Wendy. At least it was peaceful again in his quiet little neighborhood.

Wooby: Go fish, Wendy.

- Wendy:** Glurg.
- Narrator 3:** It was perfectly quiet.
Or maybe, just maybe, a little too quiet ... and lonely?
- Wooby:** (Looks to Wendy) We're not lonely, are we?
- Wendy:** (Shrugs)
- Wooby:** I agree. Not lonely at all. (Sighs sadly) We're fine.
- Narrator 3:** Suddenly, more noises came from next door. Clip, clip, clip! Sniff! Sniff! Sniff!
- Wooby:** What is Peep doing now?
- Narrator 3:** Wooby stomped over to Peep's house and flung open the door. There was Peep. And Ricardo. And a giant mess.
- Wooby:** What are you doing, Peep?
- Peep:** I'm trying to make everything up to you. I'm sorry for ruining your house, your fountain, your tree....Did you know that tree was 547 years-old?! (Cries loudly) Wah!
- Wooby:** (Softly) Peep...
- Peep:** I just wanted to thank you for being my friend.
- Wooby:** Your friend? (Scratches head) I'm just a neighbor, Peep. (Sigh)
- Peep:** No you're not. You came to my party. You were the only one, and this whole time I've just wanted to be a friend back I was sooo lonely. (Looks to Ricardo) No offence, Ricardo.
- Ricardo:** (Looks to Peep and shrugs)
- Narrator 3:** Wooby thought...
- Wooby:** Lonely?
- Peep:** And do you have any idea how hard it is to play Go Fish with an iguana. (Looks to Ricardo) No offense again, Ricardo.
- Ricardo:** (Looks to audience and shrugs)
- Wooby:** (Wide-eyed) You play Go Fish, too?
- Wendy:** Glurg!
- Wooby:** Let's be friends.

Peep: Truly, truly, truly?

Wooby: Of course.

**Wooby
& Peep:** (Hug)

**Wendy
& Ricardo:** (Hug)

Narrator 3: Wooby and Peep made big plans for a party. They sent out invitations saying:
“Helloooooo, Neighbor! The excitement is “building,” and “You” are invited to the party!
B-Y-O-T (bring your own tools) No one came.

Narrator 3: It was a housebuilding party. A party for two.

Wooby: Just you and me.

Peep: Wooby and Peep.

**Narrators
& Chorus:** They danced. Glide, glide. Slide, slide. Break it down

**Wooby
& Peep:** (Dance together) Best friends forever!

**Wendy
& Ricardo:** (Dance together)

The End

English Language Arts Standards
Reading: Literature

		Discussion	Cause & Effect	BFF Paper Dolls	Calendar	Go Fish!	Readers Theater
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓			
RL.K.2	With prompting and support, retell familiar stories, including key details.		✓	✓			
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓		✓	
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓					
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓	✓		✓	✓
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓	✓			
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓	✓	✓			
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓	✓			
RL.1.4	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓	✓		✓	
RL.1.6	Identify who is telling the story at various points in a text.						✓
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.		✓				
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓	✓
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓	✓	✓			✓
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	✓					
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓	✓	✓			
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓

English Language Arts Standards Speaking and Listening

		Discussion	Cause & Effect	BFF Paper Dolls	Calendar	Go Fish!	Readers Theater
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓	✓	✓			
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓	✓	✓	✓	✓
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓	✓
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓			
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓	✓	✓		✓
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	✓	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓		✓	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓	✓
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓		✓	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓			
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		✓	✓	✓		✓
SL.1.6	Produce complete sentences when appropriate to task and situation.	✓	✓	✓	✓	✓	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓			✓
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓	✓	✓	✓	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓	✓	✓			✓
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	✓	✓

English Language Arts Standards
Reading: Foundation Skills

		Pre & Post Reading Discussion	Cause & Effect	BFF Paper Dolls	Calendar	Go Fish!
RF.K.1	Demonstrate understanding of the organization and basic features of print.					✓
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.					✓
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					✓
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.					✓
RF.K.4	Read emergent-reader texts with purpose and understanding					✓
RF.1.1	Demonstrate understanding of the organization and basic features of print.					✓
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					✓
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.					✓
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.					✓
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.					✓
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.					✓

English Language Arts Standards
Writing

		Pre & Post Reading Discussion	Cause & Effect	BFF Paper Dolls	Calendar	Go Fish!
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			✓		
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		✓			
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓	✓		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			✓		
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		✓			
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓	✓		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			✓		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		✓			
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		✓	✓		

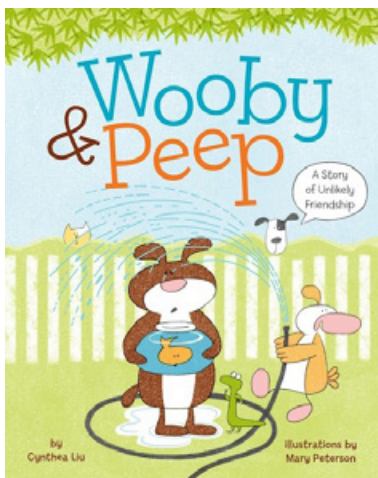
English Language Arts Standards Language

		Pre & Post Reading Discussion	Cause & Effect	BFF Paper Dolls	Calendar	Go Fish!
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.		✓			✓
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.					✓
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	✓	✓	✓	✓	✓
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	✓	✓	✓		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	✓	✓			

English Language Arts Standards Mathematics

K.CC.A.1	Count to 100 by ones and by tens.				✓	
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20				✓	
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.				✓	
I.NBT.4.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.				✓	

Acknowledgments



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