Seven Benefits of Using the Activities in This Book

1. When children hear stories read aloud as suggested throughout this book, they are freed from the word-identification tasks involved in independent reading and can devote more attention to comprehending the stories using their prior knowledge.

2. Reading or listening to stories, writing in response to them, and getting involved in discussions enhance children’s abilities to understand the things they read.

3. Reading nurtures writing performance. Writing nurtures reading skills. Relating reading and writing experiences as the activities in this book suggest prompts growth in both areas, while also positively influencing students’ thinking skills.

4. When children hear the same story read aloud several times (as is suggested in this book), they begin to notice things they didn’t notice during the first reading. Rereading helps students understand how the author shaped the story and gives them ideas to use in their own writing.

5. Conversations about stories provide opportunities to model the use of reading strategies—such as making connections, visualizing, and inferring—and to assess which reading strategies children are using and how effectively they are applying them.

6. When children write in response to reading, they use what they know about reading and writing in ways that are personally important and meaningful.

7. The types of goal-oriented and engaging activities included in this book also help children view reading and writing as purposeful, pleasant experiences and increase their interest in literacy activities.
Before Reading
• Activate prior knowledge by discussing with students what they know about the picture book’s subject matter.
• Set a purpose for reading by encouraging students to predict what will happen or have them listen with a specific purpose in mind.
• Alert students to any new or unfamiliar vocabulary that appears in the text.

During Reading
• Set an example for students and make the text more engaging by reading with emotion and excitement.
• Talk aloud about what you’re reading and what you’re thinking about as you read. Make predictions and summarize events as you go. Think aloud by verbalizing the questions you have about the text. Also mention what you’re inferring and what you’re visualizing. Encourage students to use these strategies too.

After Reading
• Lead students in a discussion of the story. Then follow up with one or more of the activities in Reading & Writing With Picture Books!

Included in This Book

Reading & Writing With Picture Books includes 12 units. In each unit, a different high-quality literature selection is used as the starting point for a collection of skill-based reading and writing activities. The format of this practical reference allows you to choose featured books and accompanying activities based on your students’ needs and interests. Within each unit, you’ll find the following elements:

- book summary
- reading activities
- writing activities
- skills information
- center
- reproducibles
- icons

Each book summary gives you an overview of the book. Three reading activities enhance your students’ understanding of specific, grade-appropriate reading skills and strategies. Three writing activities help students improve their writing skills while reflecting on the story and creating written responses related to it. A featured skill or strategy is highlighted above each activity title, making this an at-a-glance resource for preparing lesson plans. In addition, reading and writing skills grids can be found on pages 78 and 79 to use as quick and easy references. One center activity that highlights a reading or writing skill is provided in each unit. You’ll also find reproducibles that can be used to enhance specific activities, to provide individual practice, or to give quick assessments of understanding. Each reading, writing, and center idea is clearly marked with an easy-to-read icon.
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Let’s Predict

Give your students an opportunity to forecast what happens in the story with this warm-up exercise. Show children the book’s cover and ask them to describe what they see. Then have a volunteer read the title before asking students what they think the story will be about. Point out the two main characters on the cover and discuss what the students know about foxes and hens and how well they get along.

Share the first two pages of the text with students. Ask how the illustrations could be helpful in predicting what might happen next. Provide time for volunteers to share their predictions with the class. Then turn the page to see if they are correct. Read the next page and stop again to discuss what’s happening before students predict what will happen next. Continue in this same manner for the remainder of the book.
Contrasting characters

A Difference in Character

Explore the very different characteristics of Rosie and the fox with this interactive activity. To prepare, write the words below on index cards and place them near the board. Then write “Rosie” and “Fox” on the board. Explain to the class that Rosie and the fox are very different characters. Next, flash an index card to the class. Call on a student volunteer and help him read the word. Direct him to place the card below the name of the character it best describes. Encourage him to share the reasoning behind his decision. Continue in the same manner with the remaining words. Allow time for students to suggest additional words or phrases to describe these two lovable characters!

<table>
<thead>
<tr>
<th>Rosie</th>
<th>Fox</th>
</tr>
</thead>
<tbody>
<tr>
<td>relaxed</td>
<td>cunning</td>
</tr>
<tr>
<td>happy</td>
<td>persistent</td>
</tr>
<tr>
<td>daydreaming</td>
<td>clumsy</td>
</tr>
<tr>
<td>quiet</td>
<td></td>
</tr>
</tbody>
</table>

Identifying cause and effect

One Thing Leads to Another

This tale is jam-packed with cause and effect! Help students understand how one thing causes another with this small-group activity. In advance, gather 12 index cards and six sheets of construction paper. Use a red pen to program six of the cards each with a different cause from the list below. Use a blue pen to program the remaining six cards each with a different effect from the list below.

Divide students into 12 groups. Provide each group with a cause or effect card. Direct each group with a cause card (red) to find the group with its matching effect card (blue). Afterward, provide each new group with a sheet of construction paper. Direct a member of the group to fold the paper in half and then glue a card on each side. Encourage the group to draw an illustration for each of its cards. Finally, have the group label its paper as shown. Provide time for groups to share their illustrations with the class. This is sure to have a positive effect on your students!

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fox jumps at Rosie near the rake.</td>
<td>The rake hits the fox in the face.</td>
</tr>
<tr>
<td>The fox jumps at Rosie near the pond.</td>
<td>The fox falls into the pond.</td>
</tr>
<tr>
<td>The fox jumps at Rosie near the haystack.</td>
<td>The fox falls into the haystack.</td>
</tr>
<tr>
<td>Rosie gets the string caught on her leg.</td>
<td>The flour falls on the fox.</td>
</tr>
<tr>
<td>The fox jumps over the fence.</td>
<td>The fox lands in the cart and it begins to roll.</td>
</tr>
<tr>
<td>The cart knocks over the beehives.</td>
<td>The bees chase the fox away.</td>
</tr>
</tbody>
</table>
Using descriptive words

**Adding Adjectives**

Enhance the simple, basic text of this story by having your students add a little word power to Rosie’s walk! Review the purpose of adjectives, or describing words, with your youngsters. After discussing several examples, write “across the yard” on the board. Show the book’s illustration of the yard and encourage your students to suggest descriptive words that tell more about it. Record student responses on the board. Repeat the phrase, inserting a different adjective each time. Continue in this manner with the remaining text from the book. Next, have each child choose a phrase to re-write. Direct him to write the phrase on story paper, inserting his own adjectives to make his phrase more descriptive. Allow time for students to illustrate their new and improved phrases. Afterward, give each student an opportunity to share his work with the class. If desired, use the new phrases and illustrations as you reread the story.

**Rosie’s Walk**

Rosie the hen went for a walk across the large, flat yard. Josh

Mmm, I bet that hen would taste delicious!

**Speaking Up**

Get students thinking about what the two characters in this story might be thinking with this writing activity. In advance, cut 27 speech bubbles from paper. Read the story aloud. Point out to students that in the story the fox and the hen do not talk. Ask a student volunteer to imagine what the fox might say on the first page if he were to speak. Program a speech bubble with his suggestion and clip it near the fox. Next, ask a different volunteer to study the illustration on the opposite page and suggest something Rosie might say. Program a second speech bubble and attach it near the hen. Continue in this manner with the remaining illustrations. If desired, invite a child to read the fox dialogue and another to read the hen dialogue as you reread the story. Now you’re talking!