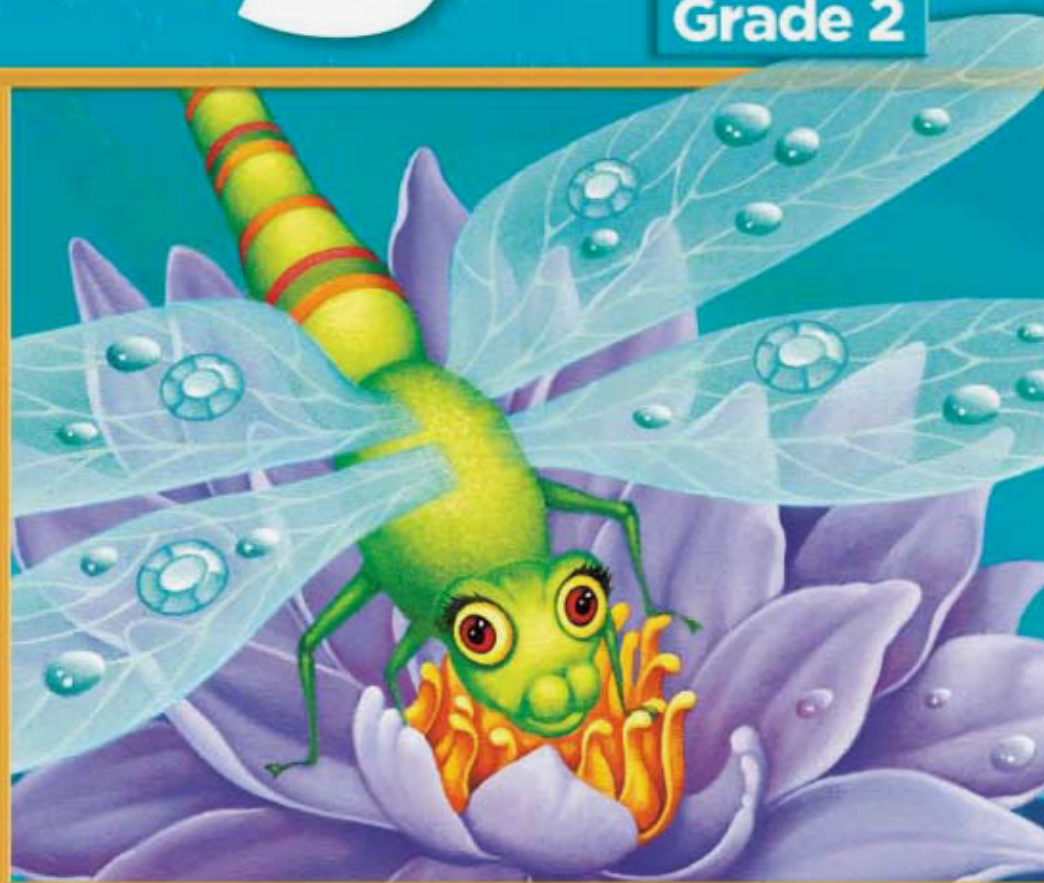


WORKSTATION FLIP CHART

# Reading



Grade 2



Macmillan/McGraw-Hill

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## WORKSTATION FLIP CHART

# Reading

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The McGraw-Hill Companies



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- Read a story about school with a partner.
- Have your partner read the words of some characters. You read the words of the others.



I like David's New Friends best because I felt like David on my first day of school.

I also liked when the lizard got loose and David caught it. That was funny.

## Fluency

- Pick a story you read this week.
- Read part of it without stops or pauses. Then read it with correct punctuation. Discuss which reading sounds better.

### Things you need:

- stories you read



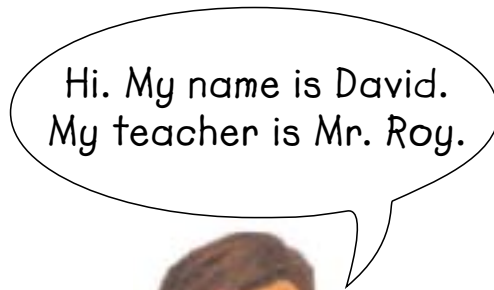
## Reading

# Stick Puppets

20 Minutes



- Make a stick puppet of David from *David's New Friends*.
- Imagine that you are David. Use the puppet to tell your partner about yourself.



## Extension

- Take turns picking Retelling Cards with a partner. Tell what David is doing and how he is feeling on each card.

### Things you need:

- pencil, paper
- crayons, craft stick
- scissors
- Retelling Cards
- *David's New Friends*, pp.14–29



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



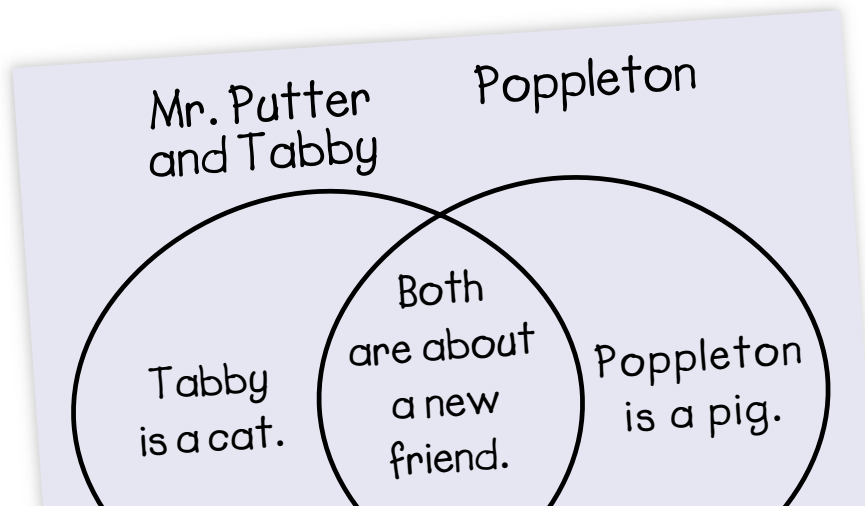
## Reading

# Pick a Book

20 Minutes



- Read another book by Cynthia Rylant with a partner.
- Tell how the book is the same as *Mr. Putter & Tabby Pour the Tea*. Tell how it is different.
- Make a chart to show how the books are alike and different.



## Fluency

- Pick a story you read this week.
- Echo-read it with a partner. Be sure to read with expression.

### Things you need:

- books by Cynthia Rylant
- stories you read



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



## Reading

# RETELL AND ACT IT OUT

20 Minutes



- Using the Retelling Cards, retell *Mr. Putter & Tabby Pour the Tea* with a partner.
- Sort the cards to show the beginning, middle, and end of the story.



### Things you need:

- Retelling Cards
- *Mr. Putter & Tabby Pour the Tea*, pp. 42–63



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



## Reading

# Pick a Book

20 Minutes



- Pick a selection you read this week.
- Echo-read it with a partner. Use the Fluency Solutions CD.

## Fluency

- Do a choral reading of a selection from this week.
- Pay attention to the pronunciation of hard words.



### Things you need:

- selections you read this week
- Fluency Solutions CD



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library  
Fluency Solutions CD






## Reading

# What's the Main Idea?

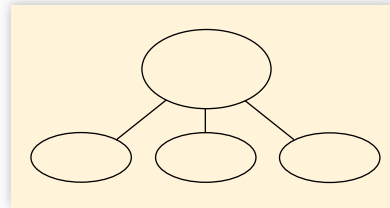
20 Minutes



- Pick a book about firefighters.
- Read it alone or with a partner.
- Think about how this book is the same as and different from *Fighting the Fire*.
-  Write about it in your journal.

## Extension

- Make a main idea and details chart for the book you read.
- Fill in the main idea and details.



### Things you need:



- books about firefighters
- “Fighting the Fire,” pp. 74–77
- response journal



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Listening Library



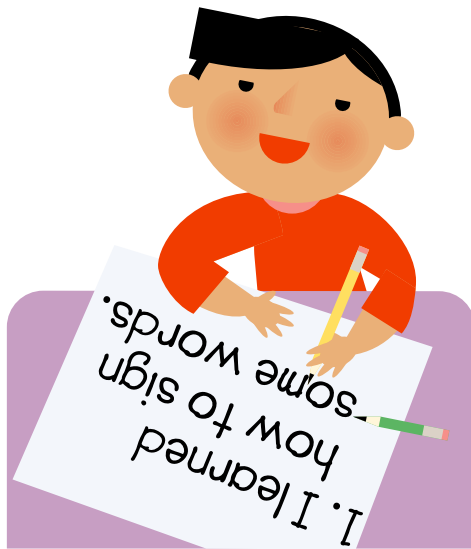
## Reading

# Pick a Book

20 Minutes



- Reread a book you read this week with a partner.
- List three new things you learned.
- Share your list with your partner. How are your lists the same? How are they different?



## Fluency

- Time your reading of page 29 of your Practice Book. Use the Fluency Solutions CD.

### Things you need:

- books you read
- pencil, paper
- Practice Book
- Fluency Solutions CD



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Fluency Solutions CD



## Reading


# Find the Details

20 Minutes



- Retell *Meet Rosina* with a partner. Talk about the main idea.
- Find the Retelling Cards that give details about the main idea.
- What details did you find? Take turns telling about them.

## Extension

- What details did you find most interesting? Why?
-  Write about these details in your journal.



### Things you need:



- *Meet Rosina*, pp. 86–105
- Retelling Cards
- response journal



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Listening Library




## Reading

# Pick a Story

20 Minutes



- Pick a story that you read this week.
- Read it with a partner.
- Talk about the main character.
-  In your journal, make a list of words that describe the main character.

## Fluency

- Perform a Readers' Theater activity using "Room for More." Choose 2–3 roles to read.

### Things you need:

- books you read
- response journal
- "Room for More," Read-Aloud Anthology



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Listening Library





# Check On Predictions

- Discuss the predictions you made about *My Name Is Yoon* with a partner.
- Use the Retelling Cards to talk about story events that confirmed predictions.
- Which predictions were the same as your partner's? Which were different?

## Extension

- Predict what Yoon's life will be like after more time in her new school. Tell why and share predictions with a partner.



### Things you need:



- *My Name Is Yoon*, pp. 86–105
- Retelling Cards



## Reading

# Pick a Book

20 Minutes



- Read another book by Eric Carle with a partner.
- Compare the two books. How are they alike? How are they different?
- Make a compare and contrast chart.

## Fluency

- Time your reading of page 47 of your Practice Book.
- Pay attention to punctuation as you read.



### Things you need:

- books by Eric Carle
- Practice Book
- Fluency Solutions CD




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Listening Library  
Fluency Solutions CD



- In *The Tiny Seed*, the seeds faced many dangers. Use the Retelling Cards to talk about what happened to the other seeds to keep them from growing.
-  Write about why the tiny seed was able to escape from danger each time.

## Extension

- With a partner, take turns acting out what the tall flower would say if it could talk.



I'm so proud  
that I'm as tall  
as a tree!

### Things you need:

- *The Tiny Seed*, pp. 158–181
- Retelling Cards
- response journal




## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Read it with a partner.
-  Make a list in your response journal of four facts you learned.
- Compare lists with a partner.



## Fluency

- Take turns reading aloud page 55 of your Practice Book. Use the Fluency Solutions CD.

### Things you need:

- books you read
- response journal
- Practice Book
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD





- Shuffle the Retelling Cards.
- Work with a partner to retell the selection.
- Put the cards in order as you use them to tell about events in the selection.

## Extension

- Talk with a partner about how Sidney looked at the beginning of the story and how she looked at the end.
- What caused the changes in Sidney?



### Things you need:



- *A Harbor Seal Pup Grows Up*, pp. 192–211
- Retelling Cards




## Reading

# Pick a Book

20 Minutes



- Pick the selection you read this week that you liked best and write a summary of it. Include the main idea and important details.
-  Then write about why you liked it in your response journal.

“A Ride to Help” is about ambulances and the paramedics who work on them. I liked it because I think paramedics have exciting jobs.

## Fluency

- Pick a selection you read in a small group this week.
- Echo-read with a partner. Use the Fluency Solutions CD.

### Things you need:

- selections you read
- pencil, paper
- response journal
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD



## Reading

# Read More About It

20 Minutes



- Pick a book about hospitals and health care workers.
- Read it alone or with a partner.

The article "A Race to the Hospital" has a beginning, middle, and end. I can tell because the article tells a true story about a boy who has an accident in the beginning.

## Extension

- Think about the selections you read this week. How are they the same? How are they different?
- Make a chart to show the ways they are the same or different.

### Things you need:

- books about hospital workers
- paper, pencil



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Listening Library



## Pick a Story



- With a partner, reread a story you read this week.
- Talk about how an animal in the story changed. Draw “before” and “after” pictures. Show how the animal looked at the beginning and at the end of the story.

### Fluency

- Pick another story.
- Echo-read with a partner.  
Use the Fluency Solutions CD.

#### Things you need:

- stories you read
- drawing paper
- crayons
- Fluency Solutions CD







## Reading

# Sequence and Retell

20 Minutes



- Use the Retelling Cards to retell *Farfallina & Marcel* with a partner.
- Point out each way that Farfallina and Marcel show they care for each other.



## Extension

- Act out the story with a partner. Decide who will be Farfallina and who will be Marcel.
- Use your voice and face to show how the character feels.

### Things you need:



- *Farfallina & Marcel*, pp. 234–255
- Retelling Cards



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Listening Library



## Reading

# Pick a Story

20 Minutes



- Pick a story you read this week.
- Read it with a partner.
- Find a favorite part.
- Share it with your partner.  
Tell why it is your favorite.

## Fluency

- Perform a Readers' Theater activity using "The Secret Song."
- Be sure your group reads its part with expression.



### Things you need:

- stories you read
- "The Secret Song," Read-Aloud Anthology



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



# Retell and Describe Feelings



- Work with a partner. Use the Retelling Cards to retell *There's Nothing Like Baseball*.
- Tell how Emma feels about baseball.



## Extension

- Talk about how Emma and Jamal feel at the end.
- What if one of them had made shortstop? Talk about how they might have felt then.

### Things you need:



- *There's Nothing Like Baseball*, pp. 268–283
- Retelling Cards



## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Read it with a partner.
- Make a story map for the book.

### Beginning

Head wants to get some cherries.



### Middle



### End

## Fluency

- Do a choral reading of another book you read this week.
- Pay attention to punctuation as you read.

### Things you need:

- books you read this week
- pencil, paper



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



## Reading

# Retell and Tell Why

20 Minutes



- Use the Retelling Cards to retell the story with a partner.
- For each story event, tell why the body parts want to work together. Tell what happens when they work together.



## Extension

- What does the story teach you about teamwork?
- Tell your partner about a time when you worked in a group. How did working together help you get the job done?

### Things you need:

- Retelling Cards
- *Head, Body, Legs*, pp. 300–325



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library






## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Read it with a partner.
-  In your journal, make a list of safety rules or tips that you learned.



## Fluency

- Pick a Leveled Book you read this week. Choose a funny or interesting part.
- Read it to your partner. Use the Fluency Solutions Audio CD.

### Things you need:

- books you read
- pencil, paper
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD



## Reading

# Retell and Talk About the Pictures

20 Minutes



- Work with a partner. Use the Retelling Cards to retell the story.
- Talk about how the drawings make the story funny. Which one is your favorite?



## Extension

- Talk about why Officer Buckle and Gloria are a good team.
- Tell about a time when you worked with a friend. Were you a good team? Explain.

### Things you need:

- Retelling Cards
- *Officer Buckle and Gloria*, pp. 336–359



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Listening Library



## Reading

# Pick a Book

20 Minutes



- Pick the selection you read this week that you liked best.
- Write a summary of the selection.
- Think about the main idea of the selection to help you.

## Fluency

- Time your reading of page 107 of your Practice Book.
- Use the Fluency Solutions CD.



### Things you need:

- books you read
- pencil, paper
- Practice Book
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD



## Reading


# Summarize It

20 Minutes



- Read a chapter of a book about fossils or extinct animals.
- Work with a partner to find words about fossils in the book.

## Extension

- Reread the chapter.
-  Take notes in your journal. Use your notes to give an oral summary.



### Things you need:

- books about fossils or extinct animals
- pencil, paper
- response journal



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Listening Library



## Reading

# Pick a Story

20 Minutes



- Pick a story you read this week.
- Read it with a partner and then think of words to describe the characters you read about.
- List these words with your partner.

## Fluency

- Pick another story you read.
- Choose an interesting part.
- Read it to your partner. Use the Fluency Solutions CD.

### Things you need:

- stories you read this week
- pencil, paper
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD





## Reading

# Retell and Summarize

20 Minutes



- Work with a partner. Use the Retelling Cards to retell the story.
- Summarize what happens in a dance class and during rehearsal at the Ailey School.

## Extension

- Talk with a partner. Why is practice important for dancers?
- Do the Alvin Ailey kids work hard? Explain.



### Things you need:



- *The Alvin Ailey Kids*, pp. 384–401
- Retelling Cards



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



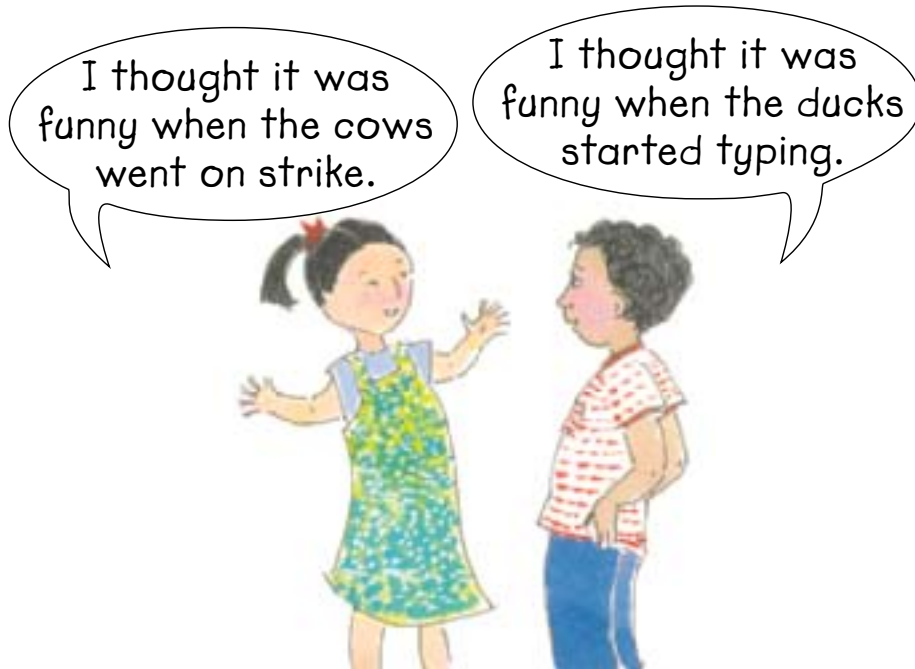
## Reading

# Pick a Story

20 Minutes



- Pick a story you read this week.
- Reread it with a partner.
- Talk about a part that made you laugh. Explain why you thought it was funny.



## Fluency

- Perform a Readers' Theater activity using "I'll Be the Dragon."
- Read your role with expression.

### Things you need:

- stories you read
- "I'll Be the Dragon," Read-Aloud Anthology



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Listening Library



- Use the Retelling Cards to retell the story with a partner.
- For each story event, tell why the characters act the way they do.

## Extension

- Imagine that Farmer Brown did not give the ducks the diving board.
- Write about the effects this action could have.



### Things you need:



- *Click, Clack, Moo: Cows That Type*, pp. 412–435
- Retelling Cards



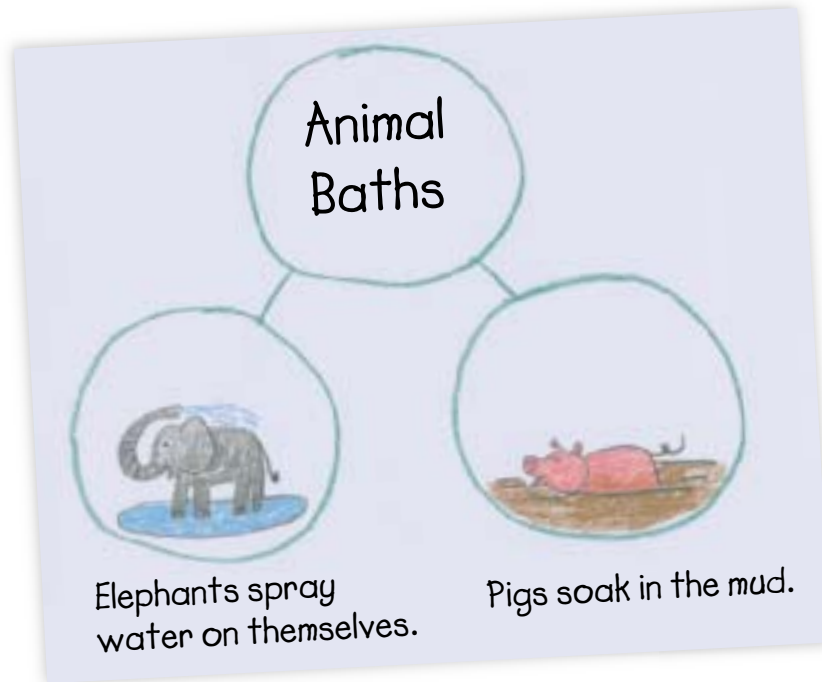
## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Reread it with a partner.
- Make a concept web to show some of the information you learned.



## Fluency

- Time your reading of page 131 of your Practice Book. Use the Fluency Solutions CD.

### Things you need:



- books you read
- pencil, paper
- Fluency Solutions CD
- Practice Book



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Listening Library  
Fluency Solutions CD



# Retell and Compare and Contrast



- Work with a partner. Use the Retelling Cards to retell the selection.
- Compare and contrast how different animals take baths.

## Extension

- Work with a partner. Talk about a pet you know. Tell how it gets clean.



### Things you need:

- *Splish! Splash! Animal Baths*, pp. 14–35
- Retelling Cards





- Pick a book you read in class this week.
- Reread it with a partner.
- Talk about a character in the book.
- List words that describe the character.

## Fluency

- Pick another book.
- Echo-read it with a partner.
- Pay attention to punctuation as you read.

Girl

- caring
- kind

## Things you need:

- books you read
- pencil, paper





- Use the Retelling Cards to retell *Goose's Story* with a partner.
- For each story event, explain why the characters do or say the things they do.

## Extension

- Talk with a partner. What does the story teach you about doing your best?



### Things you need:



- *Goose's Story*, pp. 46–71
- Retelling Cards



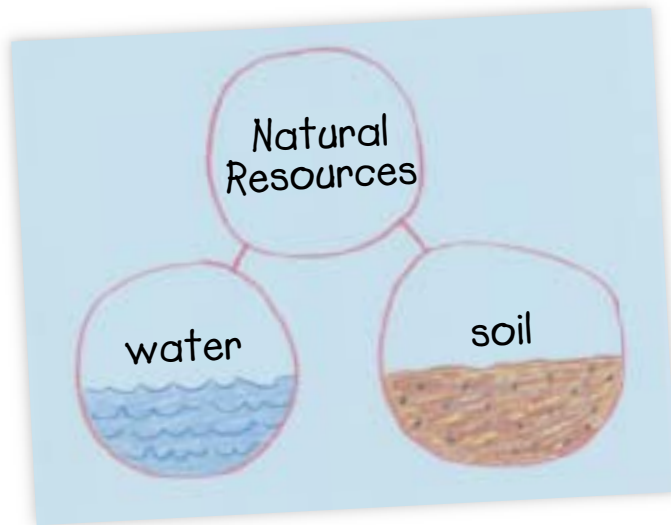
## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Reread it with a partner.
- Talk about natural resources that must be protected.
- Create a word web to show the different natural resources.



## Fluency

- Pick another book and do a choral reading.
- Be sure to read at the right tempo and with expression.

### Things you need:

- books you read this week
- pencil, paper



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Listening Library




## Reading

# Read, Recycle, and Reuse

20 Minutes



- Work with a partner. Take turns reading the selection.
- Do you think this selection can persuade people to recycle plastic? Why? Is there anything you would add?
-  Write about it in your journal.



## Extension

- Work with a partner. List things that can be recycled.
- List things that can be reused.

### Things you need:



- *A Way to Help Planet Earth*, pp. 84–87
- response journal



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



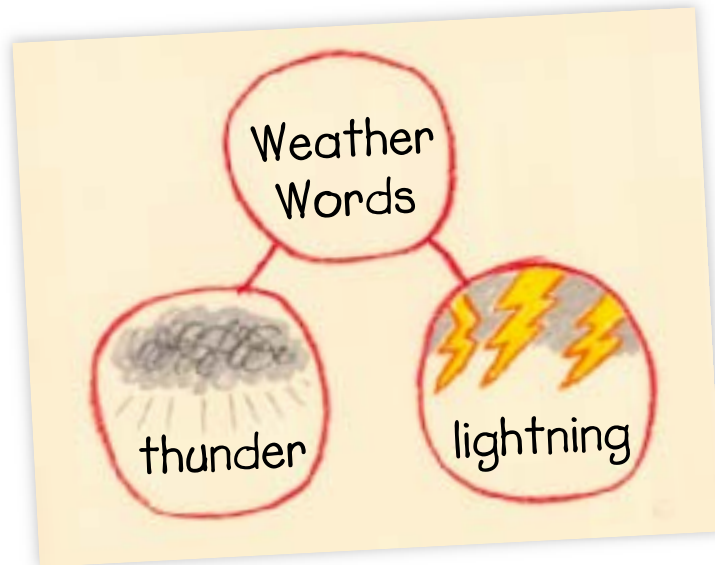
## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week and read it with a partner.
- Make a word web with the weather words you learned. Talk about the word meanings.



## Fluency

- Take turns reading aloud page 155 of your Practice Book with a partner.

### Things you need:

- books you read
- pencil, paper
- Practice Book
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD






## Reading

# Retell and Predict

20 Minutes



- With a partner, use the Retelling Cards to talk about the selection.
-  Can storms be dangerous? Why or why not? Write about it in your journal.

## Extension

- Work with a partner. Talk about this week's weather.
- Predict tomorrow's weather. Make a chart to track it.

### Things you need:



- *Super Storms*, pp. 96–117
- Retelling Cards
- response journal



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



## Reading

# Pick a Book

20 Minutes



- Pick a book about wolves that you read this week. Reread it with a partner.
- Talk about and list what you learned about wolves.
- Draw pictures to go with your list.

## Fluency

- Perform a Readers' Theater activity using "A Whale of a Story."
- Choose 2–3 roles to read.



### Things you need:

- books you read
- drawing paper
- "A Whale of a Story," Read-Aloud Anthology



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Listening Library



## Reading


# Retell and Describe Feelings

20 Minutes



- With a partner, use the Retelling Cards to retell the story.
- As you retell the story, point out all the ways that Amaroq and Nutik show they care about each other.

## Extension

- Work with a partner. Talk about the friendship that people often share with animals.
-  Write about it in your journal.



### Things you need:



- *Nutik, the Wolf Pup*, pp. 128–147
- Retelling Cards
- response journal



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Listening Library



## Reading

# Pick a Book

20 Minutes



- Reread a book you read this week with a partner.
- Draw a picture of some desert animals in their homes. Label the animals.

## Fluency

- Do a choral reading of another book.
- Read with expression.

### Things you need:

- books you read this week
- drawing paper
- crayons



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library




## Reading

# Retell and Summarize

20 Minutes



- Work with a partner. Use the Retelling Cards to retell the selection.
-  In your journal, summarize how tadpoles become toads.

## Extension

- Work with a partner. Choose one desert animal each.
- Role-play a make-believe conversation about the desert weather.



### Things you need:



- *Dig, Wait, Listen: A Desert Toad's Tale*, pp. 164–185
- Retelling Cards



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Listening Library





## Reading

# Pick a Play

20 Minutes



- Pick a play you read this week.
- Read it with a partner or a few classmates.
- Decide what parts each of you will take. Read your parts with expression.



## Fluency

- Time your reading of page 181 from your Practice Book.
- Use the Fluency Solutions CD.

### Things you need:

- books you read
- Practice Book
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD



## Reading


# Retell and Solve

20 Minutes



- Work with a partner. Use the Retelling Cards to retell the play.
- As you tell what happens, point out the problems and how they are solved.

## Extension

-  Write about working together in your journal.
- Describe a time when you worked as part of a group. How did working together help you get a job done?



### Things you need:

- Retelling Cards
- response journal



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Listening Library




## Reading

# PICK A BOOK

20 Minutes



- With a partner, reread a book you read this week.
- List the explorers and the places they discovered.
-  Add the list to your journal.

Christopher Columbus

San Salvador  
Puerto Rico

## Fluency

- Pick another book.
- Echo-read with a partner. Use the Fluency Solutions CD.

### Things you need:

- books you read this week
- pencil, paper
- response journal
- Fluency Solutions CD



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## Reading

# Let's Explore

20 Minutes



- Work with a partner. Take turns reading the article “The Roof of the World.”
- As you read, point out sentences that give details about the main idea.

## Extension

- Think about a place you want to explore.
- Make a web. Tell the main idea of what you want to do. List three details.



### Things you need:



- “The Roof of the World,” p. 226
- paper, pencil



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Listening Library



## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Read it with a partner.
- Make a sequence chart and tell what happened first, next, and last in the book.



## Fluency

- Take turns reading page 197 of your Practice Book with a partner.
- Pay attention to punctuation.

### Things you need:

- books you read
- pencil, paper
- Practice Book
- Fluency Solutions CD



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## Reading


# Retell the Story

20 Minutes



- Work with a partner. Shuffle the Retelling Cards.
- Take turns retelling the story events in the correct sequence.
- Display each card in order as you use it to tell about the event.

## Extension

- How did everyone's garden change at the end of the story?
-  Write about it in your journal.



### Things you need:



- *The Ugly Vegetables*, pp. 234–255
- Retelling Cards
- response journal



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library




## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Read it with a partner.
-  In your journal, make a list of three facts you learned.
- Share your list with your partner.

## Fluency

- Perform a Readers' Theater activity using "The Search for the Magic Lake."
- Choose 2–3 roles to read.



### Things you need:

- books you read
- response journal
- "The Search for the Magic Lake,"  
Read-Aloud  
Anthology



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Listening Library




## Reading

# Retell and Classify

20 Minutes



- Work with a partner. Use the Retelling Cards to retell what you learned in the selection.
-  Write about how the moon and Earth are alike and different.



## Extension

- Talk with a partner. Compare and contrast *The Moon* with *Super Storms*, two selections by Seymour Simon.

### Things you need:



- *The Moon*, pp. 268–287
- Retelling Cards
- *Super Storms*, pp. 96–117



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Listening Library



## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Tell which parts of the story could happen in real life and which parts are fantasy and could not really happen.
- Make a chart that shows this information.

## Fluency

- Do a choral reading of another book you read this week.
- Be sure to read with expression.

### Things you need:

- books you read this week
- pencil, paper



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



## Reading

# Retell a Fantasy

20 Minutes



- Use the Retelling Cards to retell the story with a partner.
- Retell the story in the order in which things happened.
- Tell what happened first, next, and last.



## Extension

- Work with a partner to tell the story from the point of view of the mice.
- Tell what the mice might be saying about Rosa María.

### Things you need:



- *Mice and Beans*, pp. 302–331
- Retelling Cards



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Listening Library





## Reading

# Pick a Book

20 Minutes



- With a partner, reread *Stirring Up Memories*.
- Tell about the interesting parts of Pam Muñoz Ryan's life.
- Compare your life with her life.



## Fluency

- Pick another book. Echo-read it with a partner. Use the Fluency Solutions CD.

### Things you need:



- *Stirring Up Memories*, pp. 343–359
- books you read this week
- Fluency Solutions CD



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library  
Fluency Solutions CD




## Reading

# Retell and Draw Conclusions

20 Minutes



- Use the Retelling Cards to retell the events of Pam Muñoz Ryan's life.
- Point out things in her life that led her to become a writer.
-  Write about them in your journal.

## Extension

- What might you write about if you were writing your own book?

### Things you need:



- *Stirring Up Memories*, pp. 344–359
- Retelling Cards
- response journal



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Listening Library



## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Read it with a partner.
- List new facts you learned.
- Show your list to your partner. Are your lists the same or are they different?



## Fluency

- Pick another book.
- Read a favorite part to your partner. Use the Fluency Solutions CD.

### Things you need:

- books you read this week
- pencil, paper
- Fluency Solutions CD



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Listening Library  
Fluency Solutions CD




## Reading

# What Do You Think?

20 Minutes



- With a partner, reread “The Art of Recycling.”
-  Tell and write about what you think about recycled art. Do you like it? Why or why not?



## Extension

- List other recycled materials that can be used to create artwork and tell how they might be used.

### Things you need:



- “The Art of Recycling,” p. 374
- paper, pencil
- response journal



For more book titles, go to the Author/Illustrator section of [www.macmillanmh.com](http://www.macmillanmh.com)



Listening Library



## Reading

# Pick a Book

20 Minutes



- With a partner, reread a book you read this week.
- Talk about an invention that was described in the book.
- Tell how your life would be different if it had never been invented.

## Fluency

- Time your reading of page 239 of your Practice Book.
- Pay attention to pronunciation as you read.

### Things you need:

- books you read
- Practice Book
- Fluency Solutions CD

I would really miss the telephone.



I guess you would write letters instead!



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Listening Library  
Fluency Solutions CD





## Retell and Compare and Contrast



- Work with a partner. Use the Retelling Cards to retell what you learned about the inventors.
- As you talk about the cards, tell how the inventors were alike and different.

### Extension

- With a partner, talk about something you would like to invent. Tell how your invention would make life better.



### Things you need:



- *African-American Inventors*, pp. 382–401
- Retelling Cards




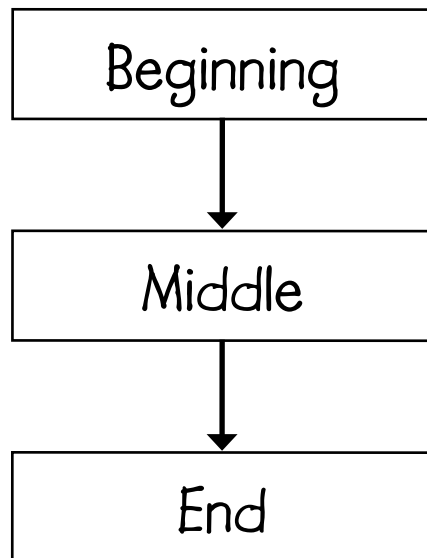
## Reading

# Pick a Book

20 Minutes



- Pick a book you read this week.
- Reread it with a partner.
-  In your journal, make a story map to show the plot of the story.



## Fluency

- Perform a Readers' Theater activity using "Mother Goose to the Rescue."
- Read with expression.

### Things you need:

- books you read
- response journal
- "Mother Goose to the Rescue," Read-Aloud Anthology



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Listening Library



## Reading

# Retell and Discuss

20 Minutes



- Use the Retelling Cards to retell *Babu's Song* with a partner.
- As you talk about the story, tell about the characters and settings.

## Extension

- Write the headings *Babu* and *Bernardi* on a chart.
- List words that describe each character.



### Things you need:



- *Babu's Song*, pp. 412–439
- Retelling Cards
- pencil, paper



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