

Too Many Nuts by Cheryl K. Herbst

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>“Crunch, crunch, crunch!” page 8</p> <p><u>initial consonant substitution</u></p> <p>crunch munch lunch bunch</p> <p>Back cover: “chickaree, chickaree, chickaree.”</p>	<p><u>popped</u> page 6</p> <p>past tense verbs with doubling of the consonant</p> <p>popped stopped hopped clopped topped</p>	<p><u>empty</u> unfilled vacant containing nothing</p> <p>empty-handed empty-headed</p> <p><u>hungry</u> starving famished ravenous a strong desire for food</p> <p>starving like a wolf hungry as a bear</p>	<p>Practice reading longer passages (4 lines) and passages divided by illustrations.</p>	<p>This writer focuses on one animal to write about.</p> <p>The writer writes from within her own experience.</p> <p>When we finish reading, let’s consider some animals within your own experience you know about.</p> <p>How does the writer engage your interest as a reader? (through a series of problems, engaging photos...)</p> <p><u>Making Connections</u> Let’s talk about some animals from your own experience and the problems you have observed them face and resolve.</p> <p>Might these be some future writing topics for you to consider?</p>	<p>“Present information as a description of what is known about the red squirrel rather than tell a story.”</p> <p>Source: Book Note by Margaret E. Mooney</p>

Guided Reading Level: Early 4
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