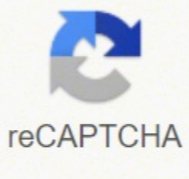


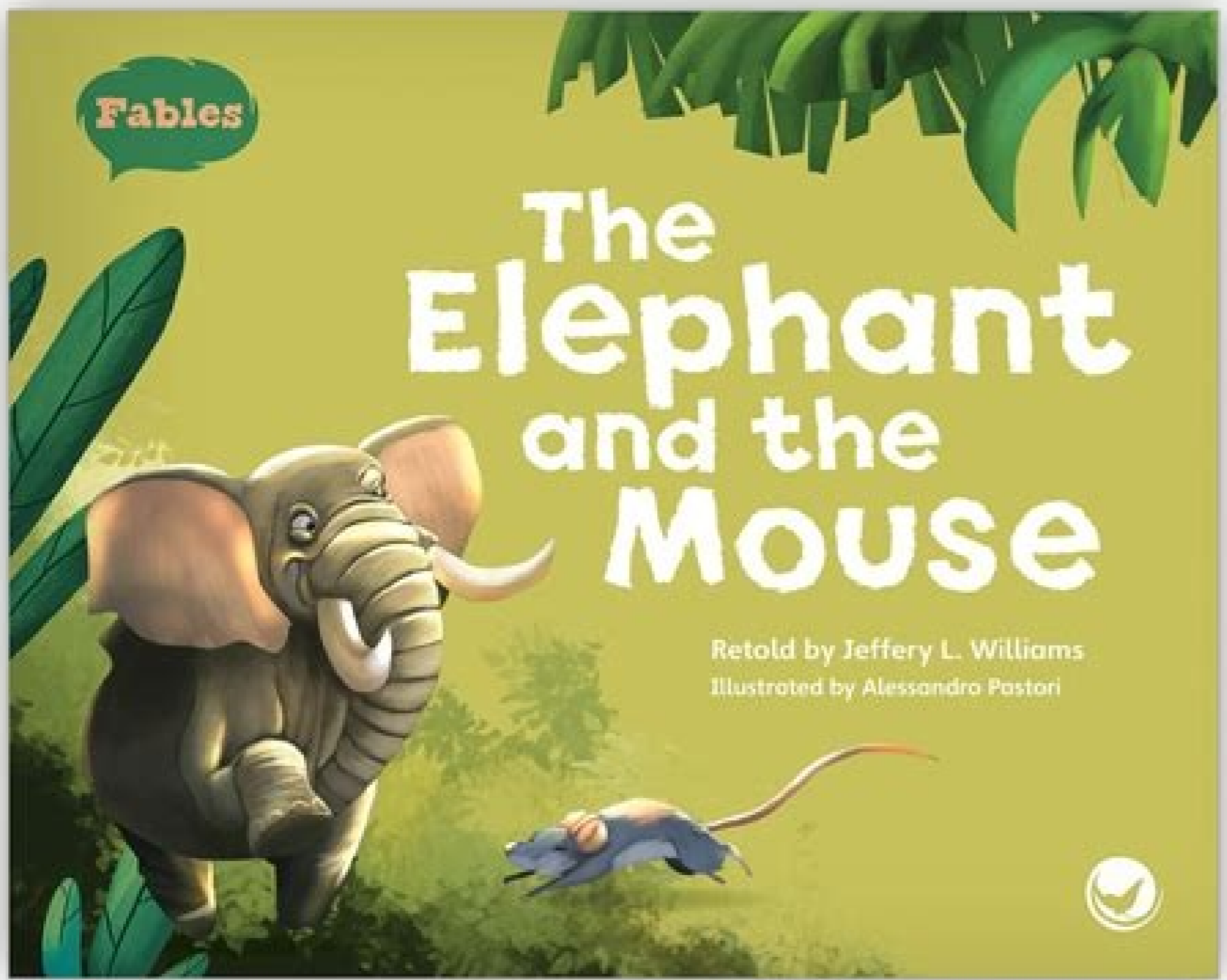


I'm not robot



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Name _____

An Elephant & Piggie Book
I Love My New Toy!
 By, Mo Willems

Instructions: Read the questions carefully. Circle the answer that best answers each question.

- At the beginning of the story what was Piggie doing?
 - They were playing tag.
 - They were playing dress up.
 - They were playing with a toy.
 - They were watching television.
- What problem do Elephant and Piggie have at the beginning of the story?
 - They don't know what the toy does.
 - They can't find the toy.
 - They lost their friend.
 - They saw a squirrel breaking toys.
- What does Elephant do with the toy?
 - He puts it in the water.
 - He throws it in the air.
 - He hides it in a box.
 - He gives it to a friend.
- How did Piggie feel when the toy broke?
 - He felt happy.
 - He felt mad.
 - He felt sad.
 - He felt mad and sad.
- What did Elephant and Piggie do together?
 - They painted a picture.
 - They glued the toy back together.
 - They cried and yelled, "Whaaaaaah!"
 - They bought a new toy.



Elephant and piggie should i share my ice cream guided reading level. Guided reading level of elephant and piggie books.

In traditional reading groups, words are taught and skills are practiced in workbooks - while in a guided reading group, the teacher builds meaning and language and skills are incorporated into reading, not with workbooks. After reading, have students draw a story map of what the story was. By Mo Willems This set includes 25 hardcover titles in the Elephant and Piggie series. Your order will be shipped on or around the release date. Teacher's role: Listen to students as they read. Observe every behavior of readers for strategy use. Intercalate with students and help when needed. Observe and take notes on individual students. Teacher's role: to select an appropriate text for the group. Prepare an introduction to the story they will read. Briefly present the story to the students. To leave some unanswered questions that can be answered throughout history. This delightful series of very easy readers (guided reading levels: F-G) is by Mo Willems, winner of three Caldecott honours and two Geisel medals by Theodor Seuss. Here's how they compare: Traditional groups focus on the lesson, not the student - while guided reading focuses on the student, not the lesson that will really help the student learn and understand the lesson plan faster. Teacher role: Talk about and discuss what you have just read. Students to answer or add details. Return to the text to teach opportunities, such as to find answers to questions. A student's beauty. Text the text providing activities such as writing or drawing. Check out our article on 10 reading strategies and activities for elementary students. The role of the student: talk about what they just read the predictions and react to the story. Visit the text to answer questions asked by the teacher. Read arap arap arutiel ed saig@Atartse siam rop odnarucoP air^Atsish a erbos megazidnerpa a rednetse arap sianoicida sedadivita me egagnE opury uo oriecrap moc Enter your classroom? Traditional groups, the teacher follows a prepared script - while guided the teacher is actively involved with the text and the students. After reading, the teacher talks to the students about what they have just read and the strategies they have used, and leads the students through a discussion of the book. Price (before discount): \$169.95 There are three essential elements in Guided Reading: before reading, during reading and after reading. Then ask students to classify the words into categories. Choose a few words from the text that may be difficult for students or words that tell what the story is about. Item is in pending order and will be shipped when available. Activity to try: Word ordering. Activity to try: Sticky Notes. Traditional reading groups focus on the decoding of words, while guided reading groups focus on understanding Here we take a look at the teacher's and student's roles during each element, along with some activities for each, as well as comparing the traditional reading group with a dynamic guided reading group. View product details Item #: ISBN13: Format: File Format: Pages: Publisher: Genre: Weston Woods ID: Grades: Manufacturer: Lexia® Measure: Guided Reading Level: DRA Level: ACR Level: Spanish Lexile Measure: Spanish Guided Reading Level: Type of Financing Level Guided Reading Hardcover File: F Â€ Â€ Â€ G Grade: K Â€ Â€ Â€ 2 Access examples of books and pages By Illustrator Narrator Editor Photographed by By Illustrator Narrator Editor Photographed by LIST PRICE: YOU SAVE: \$ (%) PRICE PER STUDENT: OUT OF STOCK Send me an email when back to stock Thank you! We will contact you when the item is available. During this time that students are reading, the teacher provides any assistance euq euq oqla res edoP .saviseda saton san meresiug euq o mevercse sonula so ,arutiel a etnaruD .sepÂ€Â€avresbo reuqsiaug artsiger omoc meb them, a word that confuses them, or a question or comment they may have, anything at all. Here we take a look at traditional reading groups versus dynamic guided reading groups. All of your first-time readers, including your most reluctant readers, will love these books both for independent reading, as well as for reading with a parent, friend or guardian. Role of the student: carry out a conversation with the group about the story. Raise questions about the story to be read. Create expectations about the text. Notice information in the text. Then share them as a group after reading the story. Activity to try: Draw a History Map. This is when the teacher introduces the text and takes the opportunity to teach the students before the reading begins. Role of the student: Read the text to themselves, in silence or in silence. Ask for help if necessary. The traditional is grouped by general determination of capacity while guided is grouped by specific evaluation for the strengths and appropriate level of the text. Students in traditional reading groups are tested as to their abilities à € , while in dynamic guided reading groups the assessment of students is continuous and throughout the course of instruction.

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