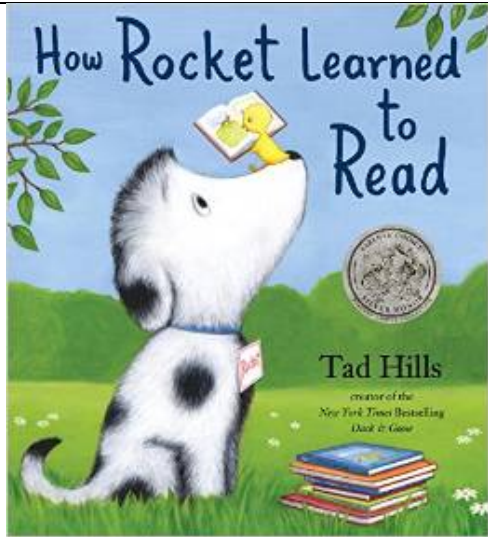


PICTURE BOOK EXTENDER: HOW ROCKET LEARNED TO READ

Read-Alouds Aligned to Common Core

By: Jennifer Saloun



Grade K Discussion Questions

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

1. Do you think this story is fiction or nonfiction? Give three details to support your answer.
2. How do you think Rocket feels after he hears the first part of the story and sees that the bird left? How would you feel if you were Rocket?
3. Why does the bird say he will be around every day until the weather turns? What weather changes will occur?
4. What do you think Rocket liked about reading? What do you like about reading?

How Rocket Learned to Read

By: Tad Hills (2010)

Grades for use: Kindergarten

SUMMARY OF BOOK:

Rocket is a dog with black spots that loves chasing leaves, chewing sticks and napping under his favorite tree. Then his sleep is interrupted one spring day by a tiny yellow bird that designates him as her first student. Rocket wants no part of her lessons, but the bird is determined to teach him to read. Then she begins to read a story. Overcome by curiosity to hear more, Rocket eventually enters into the bird's lessons, and the two have a grand time using the mighty, gorgeous alphabet to spell out all the things in Rocket's world. The bird leaves as winter approaches, but Rocket continues practicing, spelling everything in sight. And when Bird returns the following spring, a tail-wagging, eager-to-read student greets her with joy.

Grade K Activities

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.2 With prompting and support, retell familiar stories, including key details.

Using a story map, draw pictures to retell the story for beginning, middle and end.

Students can retell the story using their story map and puppets (dog and bird) in the Author's chair and share with the class.

L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Using a sound box, spell CVC words with large group. Then have students spell CVC words on dry erase boards. Stamp, spell and write CVC words during word work and place on a word tree to use for writing. Go on a word hunt around the school and record words to also add to the word tree.