**DAY 1**

**Introduction and Vocabulary Cards**

This week we are going to read this book. Read title and author. Show Scout puppet and point to genre poster. Scout loves all sorts of books, but he especially loves narratives like this one. They tell such entertaining stories!

We are going to learn some vocabulary words that have to do with the book. Use Day 1 vocabulary cards: vegetables, sow, nibble, furious (cognate, WOW).

**Word Consciousness**

Show WOW card. Our Word of the Week is “furious,” so listen closely for that word this week. If someone at home or school uses the word “furious” or another vocabulary word, try to remember what they said. Point to “Nuts for Words” tracking poster. Share what you heard with the class to help us collect acorns for Scout and win our “Nuts for Words” celebration!

Now Scout is off to take care of some squirrel business for a few days, but he will be back later to see what words you have collected for him. Put Scout puppet away.

**Guiding Question**

In this story, we’re going to see that Mr. McGreely has a big problem with bunnies getting into his garden. Now, there is a guiding question I want you to think about as we read: How does Mr. McGreely try to solve his problem? We’ll talk about this after we read. Repeat GQ.

Read aloud the book and the Day 1 prompts. Use equity sticks to pick students to answer questions.

**Book and Print Concepts**

Show WOW card. Our Word of the Week is “furious,” so listen closely for that word this week. If someone at home or school uses the word “furious” or another vocabulary word, try to remember what they said. Point to “Nuts for Words” tracking poster. Share what you heard with the class to help us collect acorns for Scout and win our “Nuts for Words” celebration!

Now Scout is off to take care of some squirrel business for a few days, but he will be back later to see what words you have collected for him. Put Scout puppet away.

**Guiding Question**

A book’s title is on its cover and sometimes on its sp___ (spine). Show. This helps you find the book on the bookshelf. The spine also keeps the pages of a book together.

In this book the author wrote words to show the sounds that the bunnies make. If I didn’t read those words, we wouldn’t know how the sounds change as the bunnies sneak into the garden each night. Listen for the sound words today. You can try to read them with me.

**Guiding Question**

Now, there is a guiding question I want you to think about as we read: How do Mr. McGreely’s feelings change during the story? Why do they change? We’ll talk about this after we read. Repeat GQ.

Read aloud the book and the Day 2 prompts. Use equity sticks to pick students to answer questions.

**Remembering Question**

Now, there is a guiding question I want you to think about as we read: What are some things that Mr. McGreely doesn’t understand about bunnies? We’ll talk about this after we read. Repeat GQ.

Read aloud the book and the Day 3 prompts. Use equity sticks to pick students to answer questions.
### Vocabulary Cards
- Now let's review the vocabulary words we learned today. Review WOW and Day 1 vocabulary cards.

### Comprehension Skills
- **You had to listen and remember (L&R hand signal) to answer the guiding question.**
  - Nice job using that comprehension skill! Point to poster. When you listen and remember, you pay special attention to important things the author says and try to remember them.

### Guiding Question
#### DAY 1
**Let's talk about the guiding question. How did Mr. McGreely try to solve his problem?**

**Optional Turn & Talk.**
Always pick 2-3 students with equity sticks to share out.

- **Correct responses:** Praise and extend
  - He built a small fence.
  - He built a tall wall.
  - He dug a deep trench.

- **Incorrect responses:**
  - **minimal** Did Mr. McGreely try to solve his problem by planting a garden or by building a wall?
  - **moderate** Mr. McGreely tried to solve his problem by building a w____ (wall).
  - **intense** Repeat GQ. Model simple answer: Say, “He built a wall.” Help student repeat.

#### DAY 2
**Let's talk about the guiding question. How did Mr. McGreely’s feelings change in the story? Why did they change?**

**Optional Turn & Talk.**
Always pick 2-3 students with equity sticks to share out.

- **Correct responses:** Praise and extend
  - He got angry when the bunnies ate his plants.
  - He was happy when he thought he beat the bunnies.
  - He was surprised that the bunnies were in his basket.

- **Incorrect responses:**
  - **minimal** Was Mr. McGreely surprised because he found bunnies or carrots in his basket?
  - **moderate** When Mr. McGreely saw the bunnies in his basket, he felt s____ (surprised).
  - **intense** Repeat GQ. Model simple answer: Say, “He was surprised.” Help student repeat.

#### DAY 3
**Let's talk about the guiding question. What are some things that Mr. McGreely didn’t understand about bunnies?**

**Optional Turn & Talk.**
Always pick 2-3 students with equity sticks to share out.

- **Correct responses:** Praise and extend
  - He didn’t know bunnies could hop over the fence.
  - He didn’t know bunnies could swim.
  - He didn’t know bunnies could dig.

- **Incorrect responses:**
  - **minimal** Did Mr. McGreely not know that bunnies were animals or that bunnies could swim?
  - **moderate** Mr. McGreely didn’t know that bunnies can sw____ (swim).
  - **intense** Repeat GQ. Model simple answer: Say, “Bunnies can swim.” Help student repeat.
### Day 4: Retell a Narrative Text

**Review:** This week we read this narrative, *Muncha! Muncha! Muncha!*, written by Candace Fleming. This book told us a story about Mr. McGreely and the problem he had with bunnies getting into his garden.

### Set the Purpose

Today we are going to retell this book. When we retell a book, we say it again in our own words. Let’s look back at this book and retell what happened.

### Picture Walk

Go back through the book and review some of the pages. Use equity sticks to pick students to describe pages. **What’s happening on this page?**

### Whole-Group Retell with Graphic Organizer

Now we are going to retell this story to Scout. On the Story Mountain, there are acorns that remind us of the parts of a story. As we retell the story, Scout will collect the acorns!

Move the large Scout puppet over the Story Mountain and stop at each acorn. Use equity sticks to pick students to come up and answer the corresponding questions listed below. Then have the student remove the acorn and collect it for Scout.

- **Who is the main character?** Mr. McGreely
- **Where is the setting of this story?** Mr. McGreely’s garden
- **What is Mr. McGreely’s problem?** The bunnies keep getting into his garden and eating his vegetables.
- **How does the problem get solved?** Mr. McGreely learns how to share.
- **How does the story end?** He shares carrots with the bunnies.

Use the Scout puppet to respond to each student’s retelling with compliments or questions.

Scout puppet: *I just love hearing new stories! I’m so glad Mr. McGreely learned to share.*

### Retell with Learning Partners

Now you are going to work with your learning partner to retell the story to Scout. Give each pair 1 small Story Mountain, 1 mini Scout puppet, and 1 one token.

Have students take turns. One student will be the storyteller and move the token across story mountain as s/he retells the story. The other student will pretend to be Scout using the mini puppet to ask questions and give compliments to the storyteller. Circulate and use the above questions to support.

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### Day 5: Draw & Write

Connect to text: This week we read *Muncha! Muncha! Muncha!*, written by Candace Fleming. In this story, McMcGreely tried many things to keep the bunnies out of his garden. Let’s pretend you have a garden. How would you keep the bunnies out of your garden?

### Model with Scout Puppet

Use Scout puppet to model:
1. Thinking aloud about a writing plan.
2. Drawing a picture of a squirrel planting trees.
3. Stretching out word(s) and writing the sounds: *I would plant large trees around my garden.*

### Turn & Talk

Let’s turn and talk to our partners about what we would do. Follow Turn & Talk Routine.

### Transition to Draw & Write

Now that we have talked about our ideas, we are ready to draw and write! As you are working, I will visit you. As you are waiting for me, you can always add more detail to your illustrations or write more about your ideas. Distribute Draw & Write sheets. Visit each student and support them as they compose.

### Author’s Share Chair

After about 10 minutes, gather students and allow 1 or 2 students to share their work at the Author’s Share Chair. Today, (child’s name) will share their writing and illustrations at the Author’s Share Chair. Listen and think about any questions or compliments you have for them.

### Turn & Talk Routine

1. **Let’s turn and talk. 1-2-3, knee-to-knee.** Have red or blue partners begin. Circulate and support.
2. Signal to switch roles after 10 seconds.
3. After 10 more seconds, wrap up. **1-2-3, knees face me.** Ready-to-learn position.
4. Pick 1 student with equity sticks to share out.