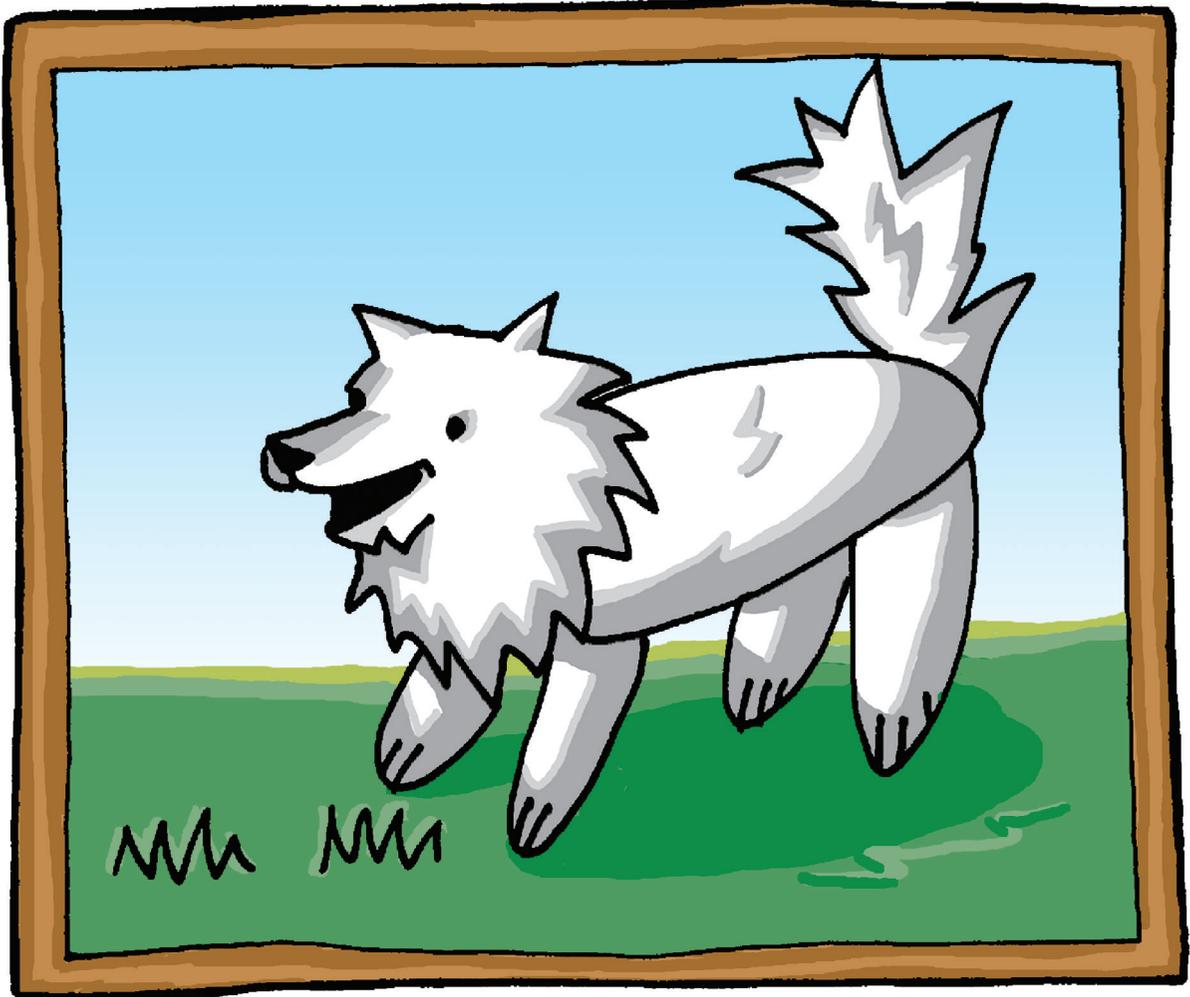


# Who Is Wilfred?



Story by Meg Livingston  
Illustrations by Jennifer Clark

Green Words (Phonetic):

children

share

white

chatted

draw

stories

when

write

good

wagged

wish

writing

project

waved

pasted

wrote

Red Words (Sight):

head

find

whose

son

new

picture

putting

newspaper

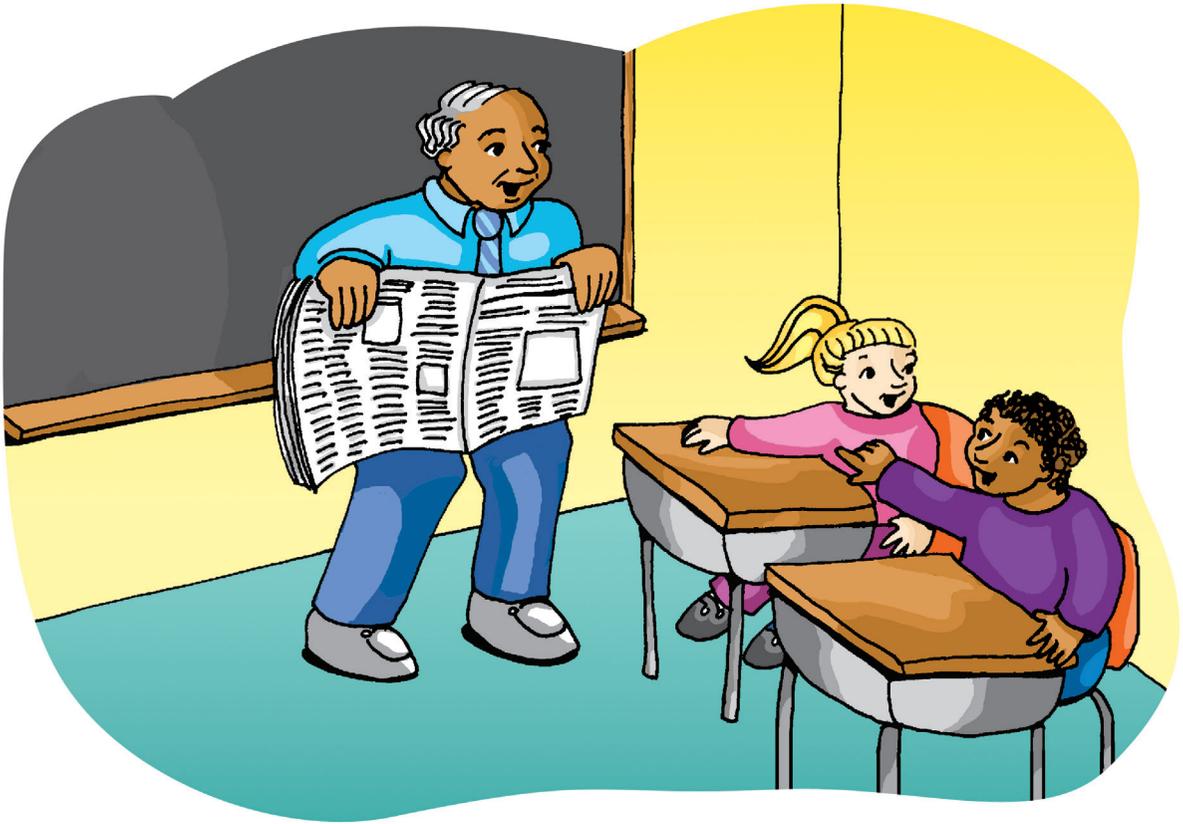
Practice reading these sentences.

Mr. West said, "We will write a class newspaper."

He made a web of facts.

The children met in teams to plan their writing.

One bright spring day, Mr. West told the children that they were going to make their own class newspaper. The children began to talk excitedly about what they would do.



Mr. West said, “We will make a class newspaper. We will write stories and draw.”

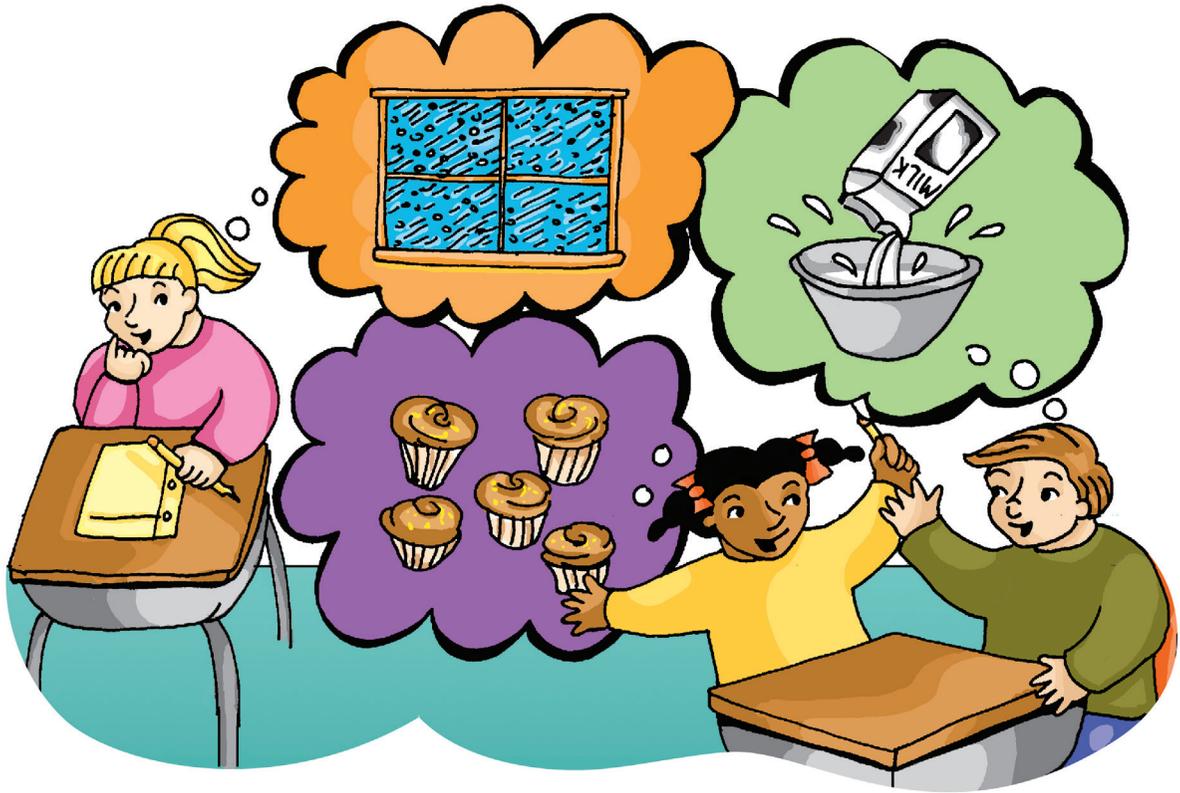
“What will we write?” asked Fran.

“You can meet in your teams to plan what to write,” said Mr. West.

“This will be fun!” said Vick.

---

What will the students do for the class newspaper? *[They will write stories and draw.]*  
What will they do with their teams? *[They will plan what to write.]*



Fran's team wanted to write about the big storm.

“We can write about the wind and the ice,” said Fran. Deena's team wanted to write about how to make cupcakes.

Jack grinned and said, “I will write about putting in too much milk!”

---

**What is Fran's idea for writing?** *[They can write about the big ice storm. They can write about the wind and the ice.]*

**What idea do Jack and Deena have?** *[They can write about how to make cupcakes.]*

**What will Jack add to the story?** *[He will write about putting in too much milk.]*



Vick said, “I will write about the deer that visited me when I was sick.”

“O.K.,” said Jim. “I will draw a picture to go with your story.”

“This will be a good newspaper,” said Mr. West.

“But you need to do a lot of writing.”

---

What is Vick’s idea? *[He will write about the deer he saw when he was sick.]*

What will Jim do? *[Jim will draw a picture of the deer.]*

Mr. West told the children how to write newspaper stories.



“A newspaper story has facts,” said Mr. West.

“What facts must be in a newspaper story?”

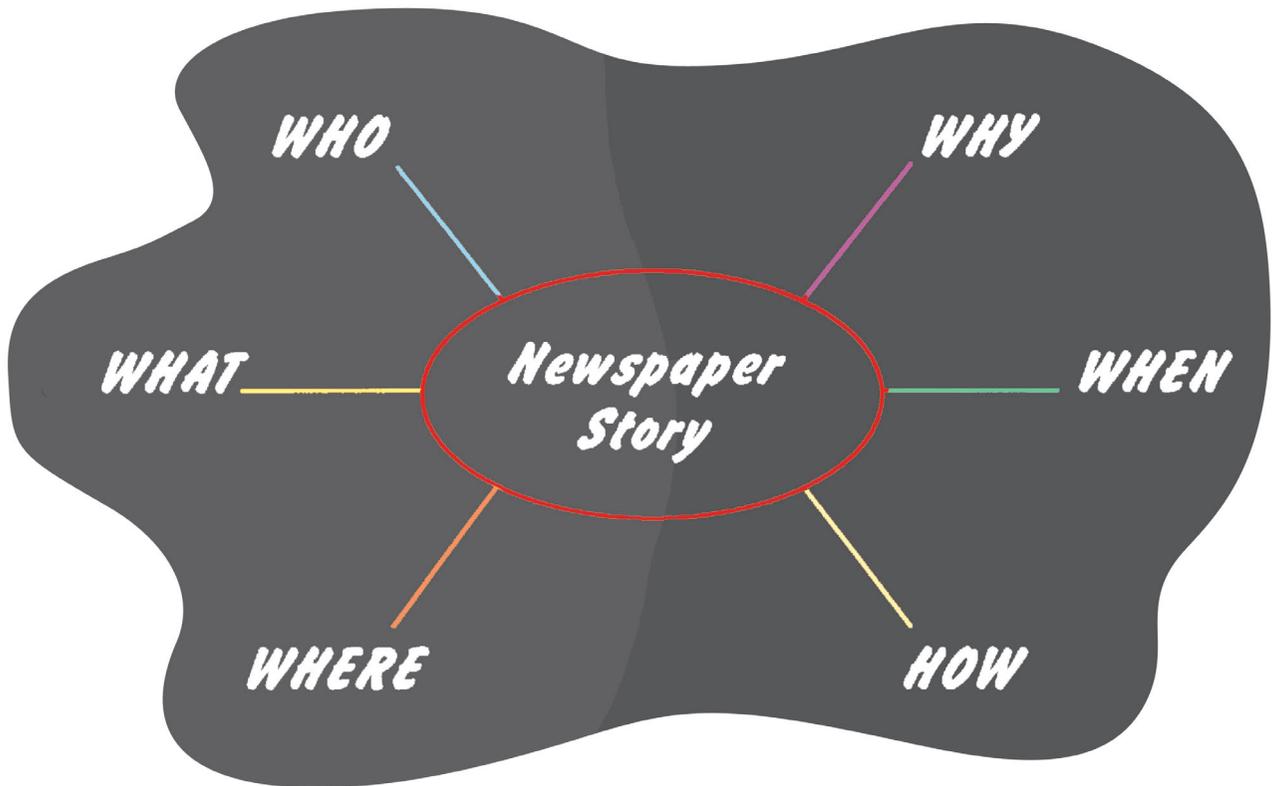
“WHO is in the story?” asked Jim.

“WHERE did the story take place?” asked Fran.

Deena said, “And you must tell WHEN it takes place.”

---

A “fact” is something that is true. You need to have many facts in a newspaper story. What facts did the kids mention? *[They mentioned who, where, and when.]*



“Go back to your teams to add three facts,”  
said Mr. West.

When the teams had chatted, Mr. West made  
a big web. The children read the web with Mr. West.  
He said, “When you write a newspaper story, you  
must put all the facts on the web.”

---

What did the kids do with their teams? [*They added three facts.*]

Name the kinds of the facts in a newspaper story. [*who, what, where, how, when, why*]

Mr. West made a “web” of facts. Point to the web.



The children wrote stories and made pictures.  
They cut and pasted the stories and pictures onto  
sheets of paper. Mr. West pinned up the sheets.  
All of a sudden, he looked up.  
He yelled, “WHAT is that?”

---

What did Mr. West do with the sheets? *[He pinned them to the wall/ bulletin board.]*  
Why did Mr. West yell? (T-P-S)



A big, white dog was in the class! He wagged his tail. “WHO are you?” asked Mr. West. “WHERE did you come from? HOW did you get in my class? WHEN did you get here, and WHAT do you want?” The dog wagged his tail. “WOOF! WOOF!” said the dog.

---

**What came into the class?** [*A big, white dog came into the class.*]

**Mr. West asked the dog a lot of questions. What did he want to know?** [*He wanted to know all about the dog.*]

➔ **Make a Prediction:** What will Mr. West and the children find out about the dog? (T-P-S) Have the students support their predictions.



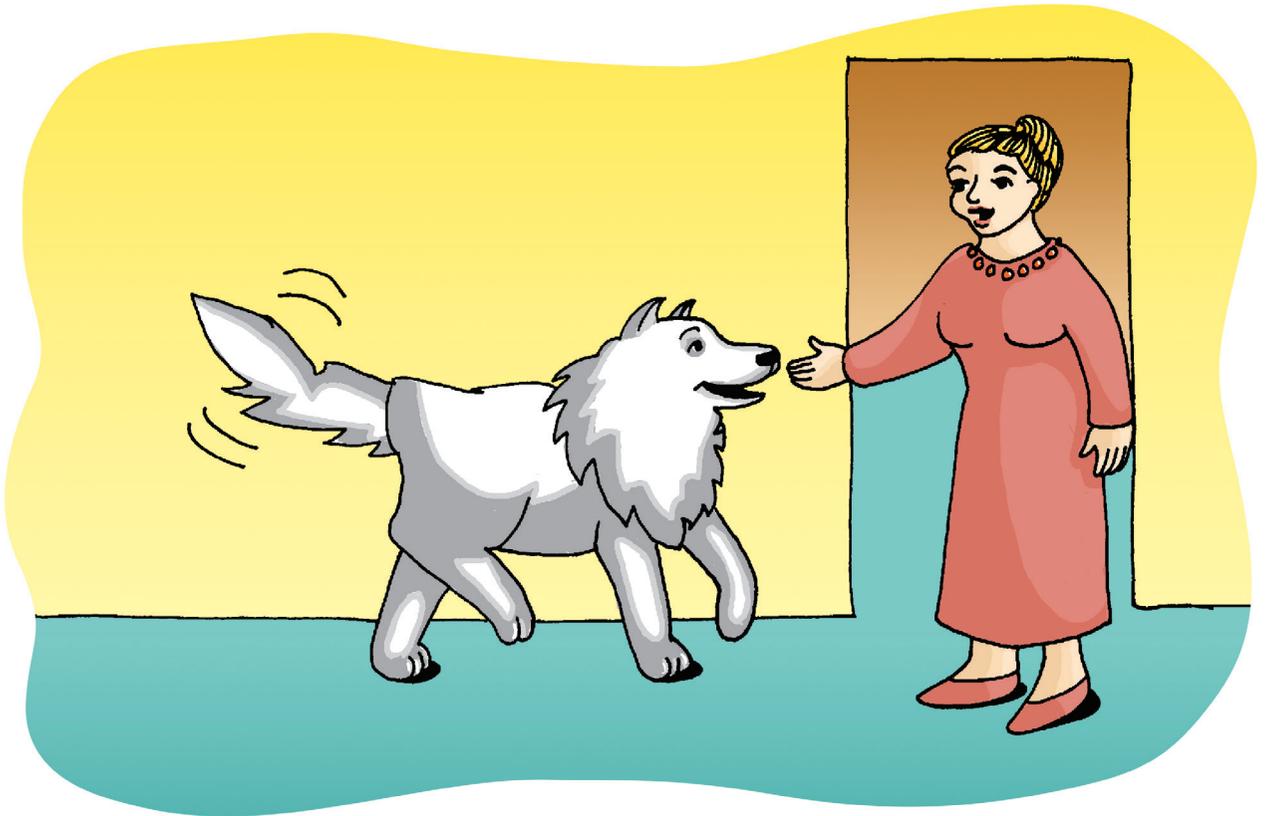
The children smiled.

“Mr. West!” said Jack. “Did you hear what you said? You asked the dog all the facts for a newspaper story!”

“Oh! I did,” said Mr. West. “But a dog cannot speak, so he cannot tell us the facts!”

---

Why did the children smile? *[Mr. West asked the dog all of the facts for a newspaper story.]*



Mrs. White poked her head in the class and asked,  
“Have you seen a big, white . . .”

“WOOF!” said the dog.

“Here you are, Wilfred,” said Mrs. White.

“Come with me!”

Wilfred wagged his tail. He went to the door.

---

What is the dog’s name? *[Wilfred]*

Why do you think Mrs. White is looking for Wilfred? (T-P-S)

“Please STOP!” said Deena. “We need to find out the facts. We can write about Wilfred for the class newspaper.”

Mrs. White agreed. “Ask me what you wish,” she said.

Fran asked, “WHY did you bring Wilfred to school?”

“WHOSE dog is Wilfred?” asked Jim.

“WHAT will he do here?” asked Jack.

“WHERE did he come from?” asked Deena.

Mr. West added, “HOW did he get here?”

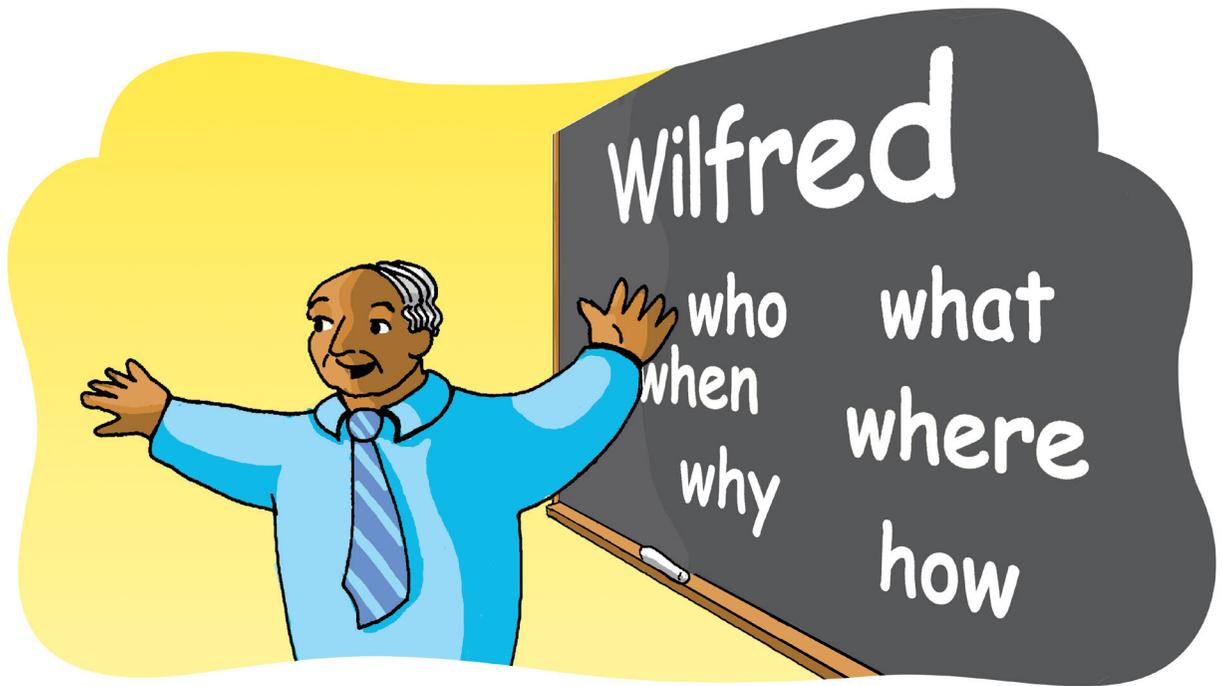
“And WHEN?” said Vick.

---

**The children ask Mrs. White lots of questions about Wilfred.**

**Why do they want to know about Wilfred?** *[They want to write about the dog Wilfred for the class newspaper.]*





“Well,” said Mrs. White, “Wilfred is my son’s dog. My son’s class had a Share a Pet Project. It is time for us to go.”

“WOOF!” said Wilfred.

The children waved as Wilfred and Mrs. White left. Mr. West said, “Let’s get back to the job. We have a new story for our newspaper! We will write the WHO, WHAT, WHERE, WHEN, WHY, and HOW of WILFRED!”

---

**Who does Wilfred belong to?** *[Wilfred belongs to Mrs. White’s son.]*

**What are the students going to do now that Wilfred and Mrs. White are gone?**  
*[They are going to write about Wilfred.]*

## Who Is Wilfred?

Use T-P-S to discuss these questions.

- 1. What special project is Mr. West's class going to work on?**

*[They are going to make a class newspaper.]*

- 2. What facts do the children need for a newspaper story?**

*[They need who, what, when, where, why, and how.]*

- 3. What did the children decide to write about?**

*[A big white dog wandered into the class. They learned about the dog from the principal. They decided to write about the dog.]*

Reading Roots, Level 3  
**Who Is Wilfred?**

/w/



**Success for All**<sup>®</sup>  
READING PROGRAM

Reading Roots Shared Stories were developed under the direction of Robert E. Slavin and Nancy A. Madden, codirectors of the Success for All Foundation Family of Programs.

Success for All Foundation is a nonprofit education reform organization that develops and disseminates research-based reading and math programs for students in pre-kindergarten, kindergarten, elementary and middle schools. These programs were originally developed at Johns Hopkins University.

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