

The Robins in My Yard

Level B / 30 words / informational text

High frequency words:

a, are, in, is, on, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What type of animal is a robin? What do you know about birds? Where do they live? How do they travel? How are they born?"

Look through all the pictures

- Using the language in the story, discuss what the robin is doing in each picture. Discuss the sequence the events happen in the story: *build a nest, lay eggs, eggs hatch, take care of baby birds.*
- Help the children find and learn the word *robin*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

The American robin was named by European settlers who thought the bird looked similar to the smaller red-breasted robins of Europe. The two birds are not closely related and sing different songs.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What is in the nest on page 11? Find page 11 and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "Robins are excellent builders. What materials do you think the robin used to build this nest?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.

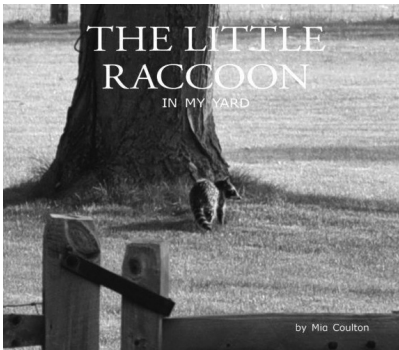
Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen to each student and prompt for strategy use at difficulty.

Writing activity

- On the board, write the sentence: "*The robin is in the nest.*" Create a list of words that could be substituted for *robin* (*bird, egg, baby bird, ball*). Have the students rewrite the sentence by replacing *robin* with a word from the generated list. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Sequencing; Introducing new words; Matching words to print, one to one.



The Little Raccoon in My Yard

Level C / 28 words / informational

High frequency words:

at, in, is, it, little, look, my, run

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you know about raccoons? Are raccoons pets or wild animals? Have you ever seen a raccoon?"

Look through all the pictures

- Using the language in the story, discuss what the little raccoon is doing in each photograph.
- Have the children find the words that may be new to them: *raccoon, climb, and yard*. Clap and count the syllables.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "The little raccoon can hide and run. What else can it do?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the little raccoon got into the trash? Where do you think the little raccoon goes at nighttime?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Discuss all of the things the raccoon likes to do in the story: *climb, hide, and run*.

Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

Writing activity

- Have students write and complete the sentence: "*The little raccoon likes to _____.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

FUN FACT

Raccoons have an advanced sense of touch. Their sensitive front paws are very quick and dexterous and can manipulate objects, including latches, doorknobs, and jar lids.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing action words; ending and clapping two-syllable words.