



The Zoo

Level A / 52 words / informational text

High frequency words:

a, am, an, at, I, see, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to the zoo? What animals did you see when you were at the zoo?"

Look through all the pictures

- Using the language in the story, discuss what animal you see in each picture.
- Introduce and find the new words: *bear, camels, elephant, giraffes, lion, rhinoceros, and tiger.*
- Help the children find and read the word *here*.
- Find the words *see* and *am*. Have students locate these words by predicting how the words begin.

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, "What are some animals the child telling the story saw at the zoo?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some other animals you would expect to see at the zoo?"

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 child and again prompt for strategy use at difficulty.

Writing activity

- Have students name some zoo animals and write the names on the board. Have the students draw a picture of their favorite zoo animal and write a sentence about it. Students may dictate to the teacher as necessary.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

The United States has more than 350 zoos.
The oldest is the Philadelphia Zoo in Pennsylvania,
which opened in 1874.

Teaching Points: Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Introducing new animal words; Oral language development; Introducing new words.



The Aquarium

Level B / 52 words / informational text

High frequency words:

are, on, the, to, we, want

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gone to an aquarium? What kinds of animals do you think you would see at an aquarium?"

Look through all the pictures

- Find and discuss the word *aquarium*. Clap and count the syllables.
- Using the language in the story, discuss the animals introduced in each picture.
- Help the children find and read the words *we want* in the text.

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 Georgia Aquarium is the largest aquarium in the world. It has the most fish (more than 100,000) and the highest volume of water (more than six million gallons).

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. Say, "Name some aquarium animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think these animals live underwater? What do you think it would be like to live under the water? What would you need to be able to live under the water?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the animal words in the text: *manatee, octopus, stingray, sea star, seahorse, shark, and whale*. Clap and count the syllables.
- Notice and discuss the compound words *seahorse* and *stingray*.

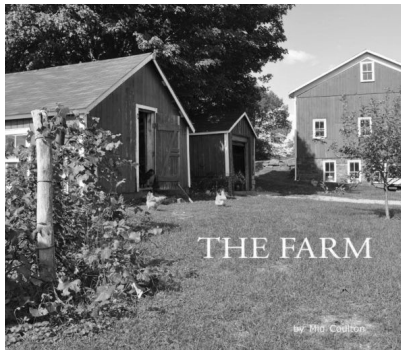
Rereading for fluency

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

Writing activity

- Have the students write and complete the following sentence: "We want to see the _____." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Introducing compound words.



The Farm

Level B / 56 words / informational text

High frequency words:

a, am, at, I, look, me

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to a farm? What animals live on a farm?"

Look through all the pictures

- Using the language in the story, discuss the animal in each picture and what the animal is saying.
- Help the children find and read the word *look* in the text.
- Help the children find the animal words in the text: *cat, cow, donkey, goat, horse, pig, rooster, and sheep.*

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

Farm animals are domesticated. This means they are tame and kept by people as work animals, as a food source, or as pets.

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, "Name one of the farm animals that is in the book. Find the page about that animal and read it aloud."
- **Inferential comprehension:** The answers are in your head. Ask students to name other animals, not in the book, that might live on a farm.

Word work

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

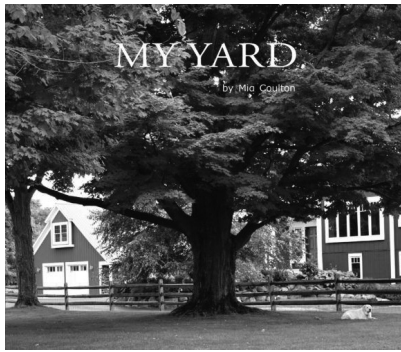
Rereading for fluency

- 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

- Have students complete the following sentences, using the previously generated list of animals that might live on a farm: "Look at me. I am a _____." 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; Finding and clapping two-syllable words; Introducing animal words in text; Introducing the farm.



My Yard

Level B / 26 words / informational text

High frequency words:

and, big, little, see

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "A yard is a piece of ground near a house or building. Is there a yard near your home? What kinds of things might you find in that yard?"

Look through all the pictures

- Using the language in the story, discuss the animal in each picture. Connect the animals on each page to student experiences.
- Help the children find and clap the two-syllable words: *chipmunk, rabbit, raccoon, and little*.

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

Many yards and lawns contain some type or types of grass. Grass is an ancient and useful plant with over 10,000 different types, such as bluegrass, wheat, corn, oat, and bamboo.

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, "Name one of the yard animals from the book. Find the page about that animal and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "What other animals or items might you find in a yard?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask the children to find the pair of opposite words *big-little* in the text. Opposites are also called *antonyms*.

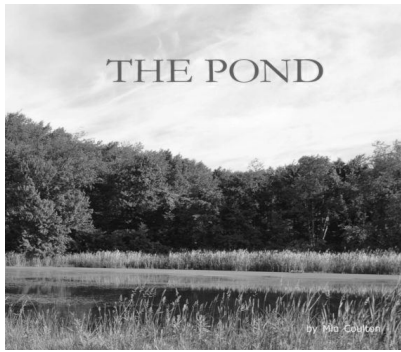
Rereading for fluency

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

Writing activity

- Write the word *toad* on the board. Have the students write a sentence with the word *toad*. 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; Matching words with their fingers, one to one; Finding and clapping multisyllabic words; Introducing antonyms.



The Pond

Level B / 48 words / informational text

High frequency words:

a, around, in, live, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Are there any ponds near where you live? Have you been to a pond in a park or the woods? What animals did you see around the pond?"

Look through all the pictures

- Using the language in the story, have the children find and name the animal on each page.
- Help the children find and read the phrase *around the pond*.

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

A pond can form naturally or be man-made. There is wildlife living around or near ponds because many animals depend on them for food, shelter, and water.

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 lives around the pond? What lives in the pond?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do birds, snakes, and frogs live around the pond?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the children find the words *around* and *turtle* in the story. Clap and count the syllables. Find other multisyllabic words in the story. Have them notice that *dragonfly* has three syllables.

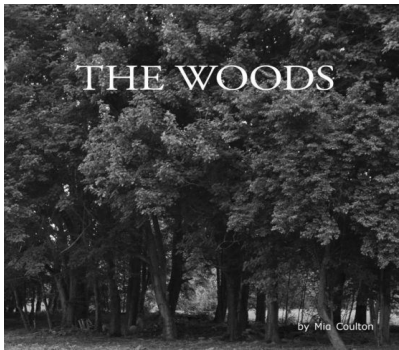
Rereading for fluency

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

Writing activity

- Write the word *around* on the board. Have the children write a sentence about an animal that lives *around the pond*. Ask them to write a sentence about another animal that lives *in the pond*. Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words with fingers, one to one; Introducing new animal words; Finding and clapping multisyllabic words.



The Woods

Level B / 32 words / informational text

High frequency words:

a, are, here, in, the, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gone for a walk in the woods? Did you see any animals while you were walking in the woods?"

Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students find the known words *here* and *are*. Have them locate the new word *running* by predicting how the word begins and how it ends. Clap the two 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.

FUN FACT

Woods are areas of land covered with trees, an important source of clean air. One large tree can provide a day's worth of oxygen for up to four people.

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. Say, "Name some woodland animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the animals are running? What kinds of homes do you think the animals make in the woods?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *coyote, deer, rabbit, raccoon, squirrel, and turkeys*.
- Have students name other words with the *-ing* ending (*hopping, flying, swimming, climbing*).

Rereading for fluency

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

Writing activity

- Discuss what you might expect to see when walking in the woods. Have students write a sentence about an animal in the woods. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing the *-ing* ending; Introducing new animal words.