

The Fort

Level I / 533 words / fiction

High frequency words:

again, fall, pick, soon, walk

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think this story is about? Have you ever built a fort?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *beginning, distance, sniff, and wondered*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Who are the characters in this story? What is the setting? What are some things that happened in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny feels at the end of this story? How do you think Bee feels?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *oo* vowel pattern: *roof, soon, and roof*.
- Find and discuss the words with the *gr* onset: *ground, grumpy, and groundhog*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

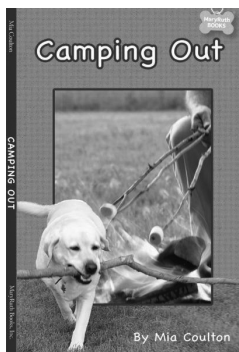
Writing activity

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

"Creating secret forts, dens, hideouts, and playhouses isn't just random play, it's a universal drive that's rooted in kids' healthy development," says educator David Sobel. Forts help kids figure out their nearby world, create their own separate space, and have fun.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the *oo* vowel pattern; Practicing the *gr* onset; Rereading; Introducing the story map graphic organizer.



Camping Out

Level J / 726 words / fiction

High frequency words:

again, around, before, best, better, far, first, much, must, once, please, upon

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been camping? What do you think will happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *binoculars, delicious, marshmallows, and exclaimed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *Beartown, overlooking, backpack, campfire, campground, and campsite* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What was the setting of this story? What was an important event that occurred?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to go camping with Danny and Dad? Why or why not? Do you think Danny felt brave or afraid when he heard the noise? Why? Is there anything you would change about this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *-ing* suffix: *pointing, roasting, sharing, sleeping, watching, and hiking*.
- Find and discuss the words with the *-ed* suffix: *wondered, sounded, started, suggested, stuffed, wanted, looked, and gobbled*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

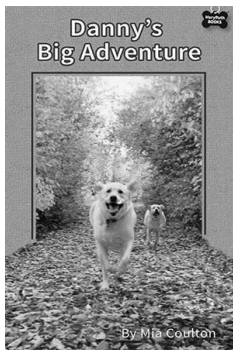
Writing activity

- Print out the attached pictures from the text. Have each student use them to create a photo album of Danny and Dad's camping trip, placing the photos in sequential order to match the story. Have them write a caption for each picture, adding their own ending to the story. Encourage the students to share their albums with each other.

FUN FACT

When camping, crickets can help you figure out the temperature. Count the number of chirps you hear in fourteen seconds. To determine the temperature in degrees Fahrenheit, add 40 to that number.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing words with the *-ing* suffix; Practicing the *-ed* suffix; Rereading; Sequencing.



Danny's Big Adventure

Level J / 1254 words / fiction

High frequency words:

again, first, much, own, please, sleep, soon, start, thank

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in this story? What is an adventure?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *adventure, guess, luggage, and opposite*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *cowboy, downstairs, backpack, goodbye, outside, and someone* are compound words. Pay special attention to the names of the places Dad visited while on his adventure.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

Traveling can help improve your problem solving skills and overall brain health. Traveling can also make you more creative and smarter.

- **Literal comprehension:** The answers are in the text. Ask, "Who are the characters in this story? What were the most important events in this story? What did Danny do on his adventure? What did Dad do on his adventure?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "If you could trade places with one of the characters in this story, who would it be? Why? If you could interview Danny, what questions would you ask him? What questions would you ask Abby? What about Dad?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *chase, close, home, late, mile, race, and take*.
- Point out and discuss the contractions: *you'll, where's, she's, it's, and can't*.

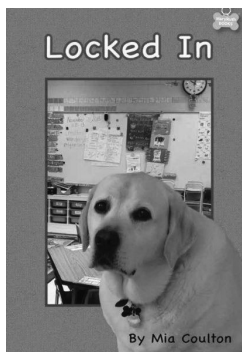
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student write a postcard - either one to Dad from Danny explaining all of his adventures with Abby, or one to Danny from Dad after one of the stops on his big trip. Have the students write on one side of the postcard and draw a picture on the other side that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the CVCe word pattern; Noticing contractions; Rereading.



Locked In

Level J / 970 words / fiction

High frequency words:

been, before, first, gave, open, very

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been locked in or locked out of someplace? How did that make you feel? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *stomach, hurried, laundry, determined, remembered, and squeezed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *something, playground, everybody, outside, pancakes, hallway, and inside* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What happened to Danny in this story? How was Danny's problem solved?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Did you learn anything new about Danny in this story? Is there anything you would change about this story? What would it be? What do you think Danny would have done if Dad had not found him?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCC pattern: *ball, down, fast, kept, want, yard, and long*.
- Point out and discuss the contractions: *couldn't, wouldn't, didn't, and let's*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

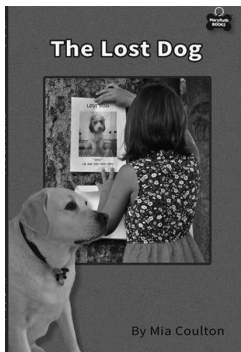
Writing activity

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

The oldest known locks are roughly 4,000 years old. They were made by Egyptians, and were large wooden bolts that secured doors.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the CVCC word pattern; Noticing contractions; Rereading; Introducing the story map graphic organizer.



The Lost Dog

Level J / 766 words / fiction

High frequency words:

about, again, around, once, soon, thank, wish

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been lost? What did you do? How did you feel?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *biscuit, predict, knock, quickly, snuggled, absolutely, neighbor, Wiggins, and sure*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Prompt, "Summarize what you read today." Ask, "What was the main problem in the story? How was the problem solved?" Have students read the pages that support their answers and responses.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to be a character in this story? Why or why not? If you could trade places with one of the characters, who would it be and what would you do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *lost, storm, stuck, stop, and still*.
- Find and practice the words with the *CVCe* pattern: *cute, ride, game, hide, made, and pine*.
- Find and discuss the punctuation marks in the text.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

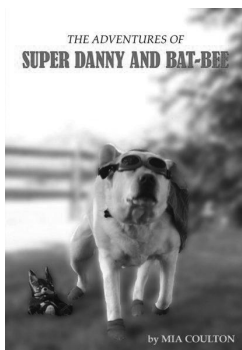
Writing activity

- Either provide copies or have students draw their own pictures of the characters from the story. Have the students write words describing the characters on separate cards. Then have the students match the appropriate word descriptions to each character.
- Using the same pictures, have the students work in pairs to retell the events from the story.

FUN FACT

Ten items you will always find in the Lost and Found at school: lunchboxes, keys, water bottles, jackets, umbrellas, cellphones, school IDs, toys, textbooks, and backpacks.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the *st* blend; Practicing words with the *CVCe* pattern; Noticing punctuation; Rereading; Retelling.



The Adventures of Super Danny and Bat-Bee

Level K / 986 words / fiction

High frequency words:

around, better, think, walk

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover of this book? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *familiar, impatiently, scolded, scurried, mild-mannered, remembered, speckled, and enough*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What were the most important events in this story? Did you learn anything new about the characters that you didn't know before?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to be a character in this story? Which one and why? What do you predict will happen the next time Super Danny and Bat-Bee attempt to save the day?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with *silent* letters: *climb, limb, right, and sights*.
- Find and discuss the adverbs: *quickly, slowly, carefully, softly, and impatiently*. Adverbs often tell when, where, why, or under what conditions something happens or happened. Adverbs typically end in *-ly*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

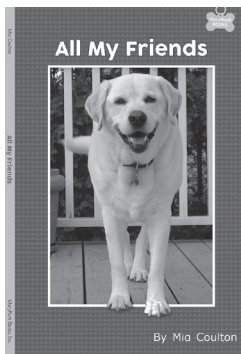
Writing activity

- Have each student elaborate on the text by creating a future episode where Super Danny and Bat-Bee go out to help a friend and save the day. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Did you know that many superheroes have middle names? Spider-Man's name is Peter Benjamin Parker, Hulk's name is Robert Bruce Banner, and Superman's middle name is Joseph.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Noticing words with silent letters; Noticing adverbs; Rereading.



All My Friends

Level K / 1035 words / fiction

High frequency words:

again, always, around, just, many, never, pick, please

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How would you describe a friend? Who are some of Danny's friends?"

Look through all the pictures

- Using the language in the text, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *dramatic, exhausting, imagination, responsibility, serious, sprinkler, and therapy*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who were some of Danny's friends that you met in this story? Did you learn anything new about Danny's friends? Did you learn anything new about Danny?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it is important to have different kinds of friends? Which type of friend are you?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *-ing* suffix: *running, dribbling, training, chasing, swimming, thinking, getting, playing, and exhausting*.
- Point out and discuss the contractions: *can't, doesn't, don't, he's, isn't, and it's*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

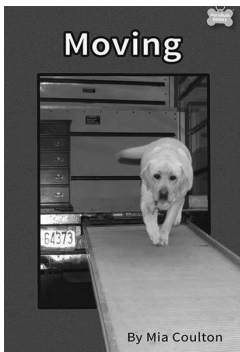
Writing activity

- Give a picture of one of Danny's friends from the story to each student. Add a speech bubble to each picture and have the student write dialogue for the friend in the photo. Discuss the order each friend was introduced in the text, and help the students put the pictures in the correct order. Then reintroduce Danny's friends by having each student read his/her speech bubble in the order each friend was introduced in the text.

FUN FACT

According to Buddha, we each need four types of friends in our life. The *helper* friend gives aid when needed and asks for nothing in return. The *enduring* friend stands by you through every event in your life. The *mentor* friend teaches, restrains, and guides. The *compassionate* friend encourages, celebrates, protects, and supports.

Teaching Points: Introducing new words; Practicing the *-ing* suffix; Noticing contractions; Rereading; Sequencing; Retelling.



Moving

Level K / 1171 words / fiction

High frequency words:

about, always, around, never, old

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever moved? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *comfort, stomach, memory, believe, breath, and continued*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *birthday, shortcut, goodbye, and goodnight* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What were the most important events that happened in this story? Did you learn anything new about Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What questions would you ask Danny about his move? How do you feel about this story? Would you recommend it to someone else? Why or Why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the VVC vowel pattern: *keep, sleep, door, look, room, and deep*.
- Find and discuss the plural nouns: *boxes, burrs, bushes, games, photos, puppies, windows, and birds*.
- Point out and discuss the contractions: *couldn't, wasn't, didn't, and that's*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

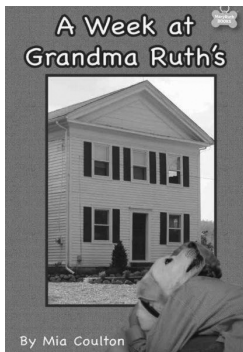
Writing activity

- Give a different picture from the story to each student. Add a speech bubble to each picture and have the student write dialogue for the character in the photo. Discuss the order of events in the text, and help the students put the pictures in the correct order. Then retell the story by having each student read his/her speech bubble in sequential order.

FUN FACT

The average American moves 11.7 times in his or her lifetime. Nearly 45 million Americans move each year, an enormous number that also happens to be the same number as California's entire population.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the VVC vowel pattern; Practicing plural nouns; Noticing contractions; Rereading; Retelling.



A Week at Grandma Ruth's

Level K / 1259 words / fiction

High frequency words:

again, always, because, far, pretty

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you do at your grandparent's house? What do you think Danny will do at Grandma Ruth's house?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *country, luggage, exactly, tongue, ghost, whistle, and machines*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

In the United States, Grandparents Day has been celebrated since 1978, on the first Sunday after Labor Day. The goal of Grandparents Day is educating the country's youth about the contributions seniors have made throughout history.

- **Literal comprehension:** The answers are in the text. Ask, "Where did this story take place? Who were the characters? What happens in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you bring with you when you spend the night away from home? Who was your favorite character and why? Would you recommend this story to a friend? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ed* suffix: *patted, baked, stopped, looked, plopped, and packed*.
- Point out and discuss the contractions: *you've, let's, didn't, and it's*.
- Find and discuss the words with the *long e* sound: *week, sleep, need, leash, bees, clean, seen, eat, and three*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- At the end of the story, Grandma Ruth wrote a thank you note to Danny. Have each student write a thank you note to Grandma Ruth from Danny, making sure that they mention two events that happened during Danny's stay. Have the students read their thank you notes to each other.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the *-ed* suffix; Noticing contractions; Practicing the *long e* sound; Rereading; Practicing writing thank you notes.