



Lunch for Baby Elephant

Level A / 12 words / fiction

High frequency words:

down, in, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? Where do elephants live? What do elephants eat?"
- Explain that Baby Elephant eats by reaching up, bringing leaves down, and putting them in his mouth.

Look through all the pictures

- Discuss what's happening in each picture. Help the children find the high-frequency words: *down, in, and up*.

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

Elephants are born with fewer survival instincts than some other animals. They need to learn how to use their trunks by watching other elephants.

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 does Baby Elephant eat in the story? How does he use his trunk when he eats? Who helps Baby Elephant learn how to get his lunch?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else can Baby Elephant do with his trunk?"

Word work

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

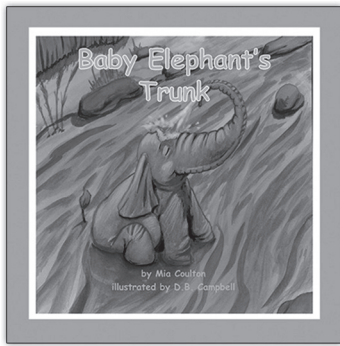
Rereading for fluency

- 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

- Write this sentence on the board: "Down, down, down." Explain the capital letter and the punctuation marks.
- Have the students write these sentences: "Up, up, up. In, in, in. Up and down." Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Noticing punctuation (comma, period, exclamation mark); Introducing positional and directional words.



Baby Elephant's Trunk

Level B / 36 words / fiction

High frequency words:

can, I, my, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? What can elephants do with their trunks? Where do elephants live? What do they eat?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Find the known word *can*.
- Help the children find the phrase *with my trunk*.

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 can Baby Elephant do with his trunk?" Have them read the pages that support their answer.

- **Inferential comprehension:** The answers are in your head. Ask, "How is an elephant's trunk like (or unlike) your hand?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the children write the word *can*. Then write rhyming words *man* and *pan*. Ask the children to think of more words that rhyme with *can*. Write the rhyming words. Notice the rhyming words have the same middle and ending letters as the word *can*.

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.

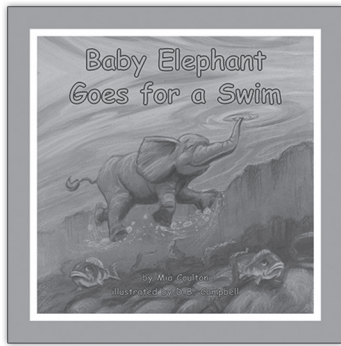
Writing activity

- Write the word *trunk* on the board. Have the children write what an elephant can do with its trunk. Have the students write and fill in this sentence: "*He can ____ with his trunk.*" Then have the students draw a picture that corresponds to what they have written. Encourage attempts to spell words correctly.

FUN FACT

An elephant's trunk has no bones in it.
It is made of many different muscles.
Elephants hug by twisting their trunks together.

Teaching Points: Using meaning to connect pictures to text; Matching words with their fingers, one to one; Practicing rhyming words that end with *-an*; The concept of how an elephant eats.



Baby Elephant Goes for a Swim

Level C / 45 words / fiction

High frequency words:

and, at, down, for, go, in, is, look, no, the, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? Where do elephants live? Did you know that elephants can swim?"

Look through all the pictures

- Discuss what is happening in each picture. Using the language of the text, explain that elephants like to swim, play in water, and sleep in the sun.
- Help the children find the words that may be new to them: *playing, asleep, and shake*.

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, "Where is Baby Elephant? Where is Big Elephant? What does Big Elephant do when she gets wet?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "At the end, why is Big Elephant looking for Baby Elephant?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and clap the two-syllable words in the story: *looking, asleep, playing, baby, river, and swimming*.
- Find the word *shake*. Explain the sound of *sh*.
- Find the words with the *-ing* ending: *playing, looking, and swimming*. Ask students to think of other words with the *-ing* ending.

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.

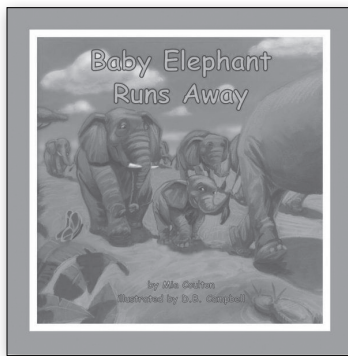
Writing activity

- Review the *ing* words in the story. Have the students write the sentence: "*Baby Elephant is _____.*" and fill in the blank with an *-ing* word. Then have them draw a picture that corresponds to what they have written. Encourage independent attempts to spell words correctly and the proper use of punctuation.

FUN FACT

Elephants can use their trunks as a snorkel when swimming underwater.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing the *-ing* ending; Practicing the *sh* sound; Finding and clapping two-syllable words.



Baby Elephant Runs Away

Level D / 58 words / fiction

High frequency words:

are, at, come, down, is, look, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where will Baby Elephant go if he runs away? What could happen if he leaves Mother Elephant?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the following words by predicting what sounds they hear and what letters they expect to see: *river, mouse, and safe*.

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.

After reading

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

FUN FACT

Baby elephants stay close to their mothers for the first months of their lives. They recognize their mothers by touch, sound and smell because they don't see very well when they are young.

- **Literal comprehension:** The answers are in the text. Ask, "Where are the elephants going? What did Mother Elephant say when she could not find Baby Elephant? What did Baby Elephant see in the grass?" Have the children find support for their answers within the text.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Baby Elephant run away? How did he feel when he saw a mouse? Why did he run back to Mother Elephant?"

Word work

- Have students locate high-frequency words in the text and practice writing them.
- Help the students locate the multisyllabic words: *elephant, running, going, into, and river*. Clap and count the syllables.
- Find the word *mouse*. Explain that the *ou* in *mouse* is the same as the *ou* in *house* and sounds like /ow/.
- Have the children find the quotation marks in the story. Explain how and why these marks are used.

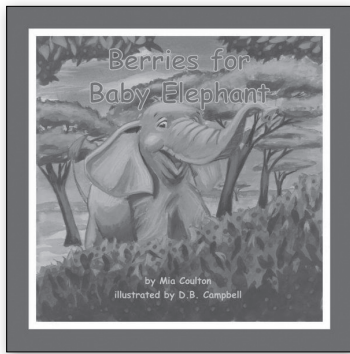
Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Write the words *Baby Elephant* and *Mother Elephant* on the board. Have each student write a sentence about Baby Elephant or Mother Elephant.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ow/ sound; Noticing quotation marks.



Berries for Baby Elephant

Level E / 93 words / fiction

High frequency words:

are, come, into, one, some, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Looking at the cover, what is Baby Elephant eating? Where will he find the berries? How does Baby Elephant feel about the berries?"

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: *elephant, mother, hungry, and forest*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

FUN FACT

Elephants can use their trunks to reach high leaves, but if that doesn't work they can knock the tree down!
Elephants like to eat grasses, twigs, bark, shoots, leaves, vines, and fruit.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where did Baby Elephant and Mother Elephant go to find the berries? What berries did Baby Elephant eat? What berries did Mother Elephant eat?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How did Baby Elephant feel when the berries were all gone? What do you do when you are hungry?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *come-some*.
- Ask the children to find the pairs of opposite words in the text: *high-low* and *down-up*. Opposites are also called *antonyms*.

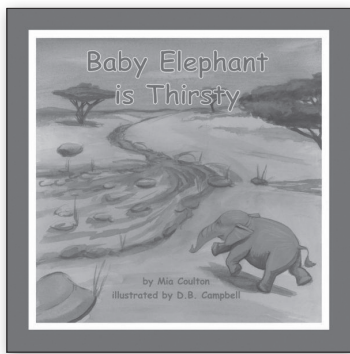
Rereading for fluency

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

Writing activity

- Have each student copy and complete the following sentences: "Look at all the berries. The berries are _____." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Practicing rhyming words; Finding and clapping multisyllabic words; Introducing antonyms.



Baby Elephant is Thirsty

Level H / 188 words / fiction

High frequency words:

around, drink, their, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever felt hot and thirsty? What did you do?"

Look through all the pictures

- Using the language in the story, discuss each illustration 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: *thirsty* and *trumpeted*. 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

Drinking plenty of water can help reduce cavities and tooth decay. Water helps produce saliva, which keeps your mouth and teeth clean.

- **Literal comprehension:** The answers are in the text. Ask, "What happened at the beginning of the story? How was the problem solved?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for you to have plenty of water to drink? How do you feel when you are thirsty? From where do we get our water? Describe what you would do if you were in the same situation as Baby Elephant?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the action words (verbs) with the *-ed* suffix: *lifted, looked, played, splashed, stopped, trumpeted, and walked*.
- Find and discuss the homophones *their* and *there* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the word *drink*. Create more words with the *-ink* ending (*pink, stink, think, and wink*).

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

- Choose an illustration of Baby Elephant in the story. Add a speech bubble and ask the students to fill in what Baby Elephant might say. Have them read their speech bubbles to each other.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Noticing action words; Practicing words with the *-ed* suffix; Noticing homophones; Practicing words with the *-ink* ending; Rereading.