

# Polar Bears at the Zoo

Level H / 141 words / informational

High frequency words:

*from, has, its, small, very, warm, was*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a polar bear? What do you know about polar bears? What would you like to know about polar bears?"
- Fill in the first two columns of a KWL chart on polar bears. Fill in the K section with what students already KNOW about polar bears and fill in the W section with WHAT they would like to learn about polar bears.

## 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: *absorbs, footpads, underneath, and Velcro*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *footpads* is a compound word.

## 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.

### FUN FACT

An adult male polar bear can weigh between 775 and 1,200 pounds (the same as the total weight of five to seven men). That same cub weighed only one pound when he was born.

- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## 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 did you find interesting about polar bears? Why?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think polar bears feel about the warm seasons at the zoo? What else would you like to know about polar bears?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *paw* with the /aw/ vowel pattern. Create other words with the same pattern (*saw, flaw, thaw, gnaw, and raw*).

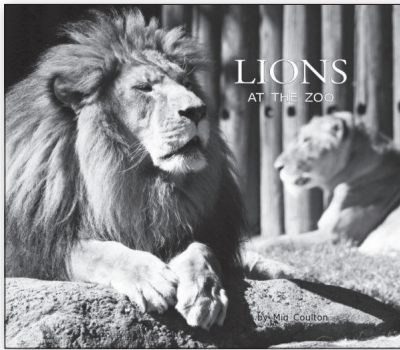
## Rereading for fluency

- 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 complete the L section of the KWL chart with what they have LEARNED about polar bears after reading this book. Have them share what they've learned with each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Practicing the /aw/ sound; Rereading.



# Lions at the Zoo

Level I / 166 words / informational

High frequency words:

*around, both, every, long, only*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a lion? What do you know about lions?"

## 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: *female, lioness, signal, wherever, and whisker*. 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

### FUN FACT

When lions breed with tigers,  
the resulting animals are known as *ligers* or *tigons*.  
There are also lion and leopard hybrids known as *leopons*  
and lion and jaguar hybrids known as *jag lions*.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How is a female lion different from a male lion? Why do lions have whiskers?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the lion cub stays close to the mother lioness? Why do you think the sound of a lion's roar can be heard up to five miles away? What did you learn that you didn't know before about lions?"

## 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: *male, mane, and pride*.
- Point out the *pr* onset in the word *pride*. Using magnetic letters, create other words with the *pr* beginning sound (*prune, print, proud, pry*).

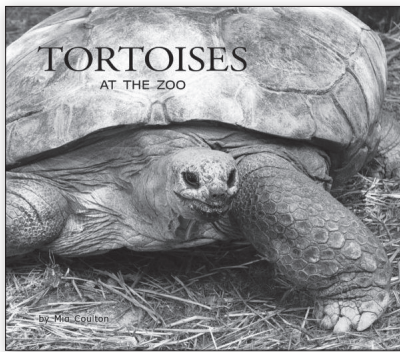
## Rereading for fluency

- 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 create a web diagram graphic organizer for lions. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing words with the CVCe pattern; Practicing the *pr* onset; Rereading; Introducing the web diagram graphic organizer.



# Tortoises at the Zoo

Level H / 110 words / informational

High frequency words:

*always, from, over, walk*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a tortoise? What do you know about tortoises? What do you want to know about tortoises?"
- Fill in the first two columns of a KWL chart on tortoises. Fill in the K section with what students already KNOW about tortoises and fill in the W section with WHAT they would like to learn about tortoises.

## 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: *Aldabra, giant, jaw, and protects*. 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## 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 is the purpose of the tortoise's shell? How does the tortoise eat food when it doesn't have teeth?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a tortoise lives so long? Do you think a tortoise would be a good pet? Why? What else would you like to know about tortoises?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /sh/ digraph: *sharp, shell, short, and mash*.
- Find and discuss the word *jaw* with the aw rime. Make other words that sound the same (*saw, flaw, gnaw*).

## 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.

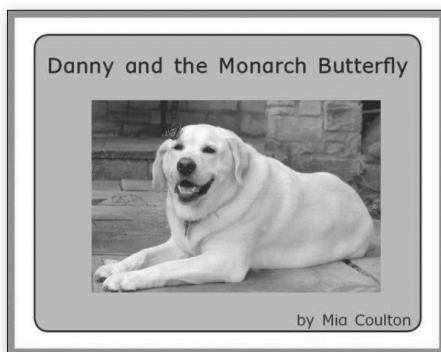
## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about tortoises after reading this book. Have them share what they've learned with each other.

### FUN FACT

Tortoises detect smells with the vomeronasal organ on the roof of their mouths. Instead of flicking their tongues, they pump their throats to circulate air through the nose and around the mouth.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing the /sh/ digraph; Practicing words with the aw rime; Rereading.



# Danny and the Monarch Butterfly

Level I / 282 words / informational

High frequency words:

*again, around, every, found, first, open, small, soon, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: diagram, glossary, photographs.
- Possible discussion questions: "Where have you seen a monarch butterfly? What do you know about monarch butterflies?"

## 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: *butterfly, caterpillar, larva, pupa, metamorphosis, milkweed, and monarch*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *butterfly* and *milkweed* 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

### FUN FACT

Monarch butterflies may all look the same, but there is a difference. Males have thinner wing veins and have two black spots on their lower wings. Females have thicker wing veins and no black spots on their lower wings.

## 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 main idea of this book? What did you learn about the butterfly's life cycle?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What did you find interesting in this book? Why? What do you think will happen to the butterfly next?"

## 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: *changed, dropped, hatched, looked, and watched*.
- On separate cards, write and draw each stage of the butterfly's life cycle: *egg, caterpillar, chrysalis, and butterfly*. Have the students put the cards in sequential order to match the text.

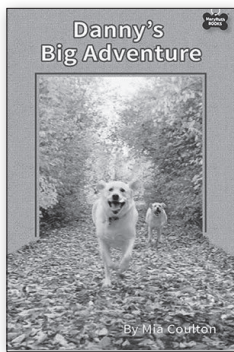
## Rereading for fluency

- 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

- Have the students create a timeline wheel graphic organizer with text and drawings for the butterfly's life cycle in this story. A timeline wheel allows students to list information in sequential order. Once complete, have the students use the information on their timeline wheel to write a sentence about butterflies.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing words with the -ed suffix; Sequencing; Rereading; Introducing the timeline wheel graphic organizer.



# 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

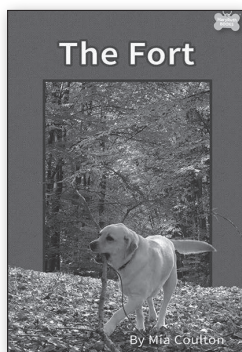
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## 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.





# The Fort

Level 1 / 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.



# Elephants at the Zoo

Level I / 195 words / informational

High frequency words:

*about, live, long, old, together, use, very, work*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen an elephant? What do you know about elephants? What do you want to know about elephants?"
- Fill in the first two columns of a KWL chart on elephants. Fill in the K section with what students already KNOW about elephants and fill in the W section with WHAT they would like to learn about elephants.

## 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: *eyelashes, breathing, sensitive, and sunburned*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyelashes* and *sunburned* 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How do elephants use their trunks? Why do elephants have long eyelashes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to learn about elephants? What would you do if you had a trunk for a nose?"

## 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 *-ing* suffix: *breathing, digging, drinking, eating, and spraying*.
- Point out the *in* rime in the word *skin*. Create other words with the *in* ending sound (*chin, fin, thin, win*).

## 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.

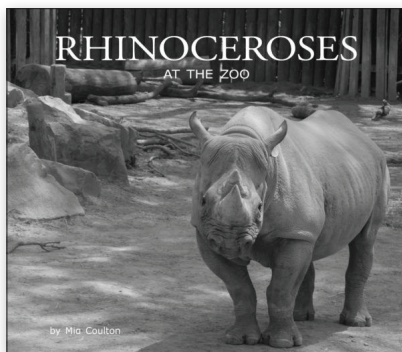
## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about elephants after reading this book. Have them share what they've learned with each other.

### FUN FACT

Asian elephants have five toenails on the front feet and four on the back feet, while African elephants have four on the front feet and three on the back.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Practicing words with the *-ing* suffix; Practicing the *in* rime; Rereading.



# Rhinoceroses at the Zoo

Level G / 124 words / informational

High frequency words:

*have, its, of, their, they, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a rhinoceros? What do you know about rhinoceroses?"

## 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: *eyesight*, *carrying*, and *weight*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *eyesight* is a compound word.

## 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.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

### FUN FACT

A male rhinoceros is called a **bull**, a female is a **cow**, and a young rhino is a **calf**.  
A group of rhinoceroses is called a **crash**.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why are rhinos good at picking up things with their mouths? Where does a rhino have hair?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for a rhino to have good hearing and well-developed sense of smell? Why do you think rhinos have horns?"

## 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 *-ing* suffix: *carrying*, *sleeping*, and *wrapping*.
- Find and discuss the plural nouns: *ears*, *legs*, *rhinos*, *toes*, and *horns*.
- Find and discuss the words with the /ea/ vowel pattern: *each* and *ears*.

## Rereading for fluency

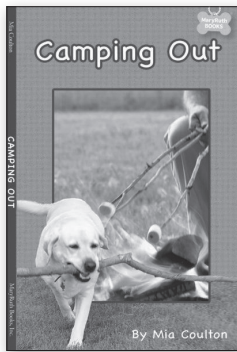
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

## Writing activity

- Have each student write and complete the following sentence: "Rhinos have \_\_\_\_\_ horns on their head." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing compound words; Practicing the /ea/ sound; Practicing words with the -ing suffix; Practicing plural nouns; Rereading.





# 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.

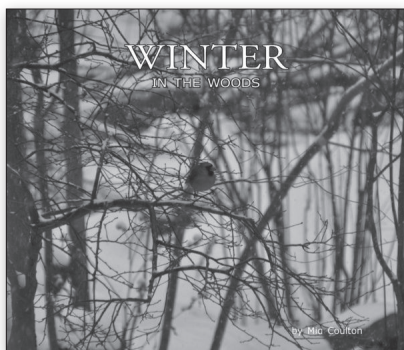
## Writing activity

- 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.



# Winter in the Woods

Level J / 223 words / informational

High frequency words:

*brown, every, fly, old, walk, warm*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What do you know about winter? What do you think winter will be like in the woods?"

## 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: *amazing, deciduous, insulating, nocturnal, and unique*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *underneath, outside, and evergreen* 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

### FUN FACT

The lowest temperature ever recorded was at Vostok Station in Antarctica. On July 21, 1983, it was -98.2 degrees Celsius (-128.6 Fahrenheit) there!

## 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 did Danny and Bee see in the woods? Were there any text features that helped you better understand what you were reading?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does winter look like where you live? What is the most interesting thing you learned about winter in the woods? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ee/ vowel pattern: *deep, green, and tree*.
- Find and discuss the words with the /ea/ vowel pattern: *leaves, mean, and year*.

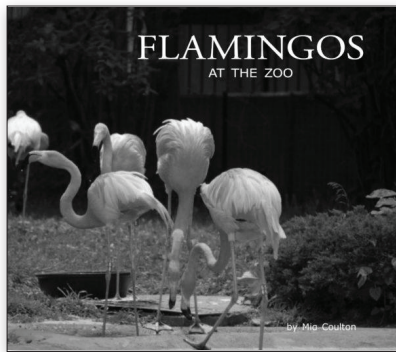
## Rereading for fluency

- 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 create a web diagram graphic organizer for winter in the woods. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing the /ee/ sound; Practicing the /ea/ sound; Rereading; Introducing the web diagram graphic organizer.



# Flamingos at the Zoo

Level G / 122 words / informational

High frequency words:

*be, eat, from, has, its, or, their, they, under*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen flamingos? What do you know about flamingos?"

## 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: *covered, curved, honk, and stilts*. 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 and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why are flamingos pink? Why does a flamingo have a curved beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think flamingos stand on one leg? Why do you think flamingos have long necks and legs? Why do you think flamingos like to be with other flamingos?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns: *wings, stilts, legs, flamingos, feathers, and birds*. Change the following words into plural nouns: *beak, body, and noise*.
- Find and discuss the rhyming pairs: *not-lot* and *that-at*.
- Find and discuss the words with the /nk/ blend: *pink, honk, and drinking*.
- Find and discuss the words with the /oo/ phoneme: *zoo, scooping, and food*.

## 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.

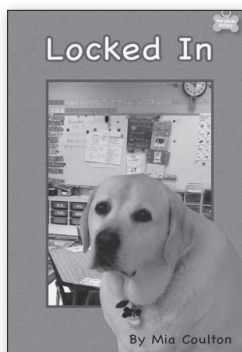
## Writing activity

- At the zoo, there are signs describing each animal on display. Have each student design a zoo sign for the flamingo exhibit, including facts and pictures.

### FUN FACT

The word *flamingo* comes from the Spanish word *flamenco*, which came from the earlier Latin word *flamma*, meaning flame or fire.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /nk/ blend; Practicing the /oo/ phoneme; Noticing rhyming words; Practicing plural nouns; 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.

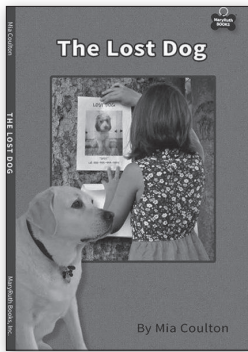
## Writing activity

- 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

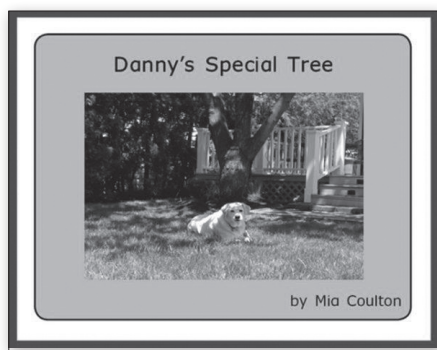
- Either provide copies or have students draw their own pictures of the characters from the story. Have the students write words describing the characters on separate cards. Then have the students match the appropriate word descriptions to each character.
- Using the same pictures, have the students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





# Danny's Special Tree

Level M / 400 words / informational

High frequency words:

*about, ask, clean, pull, together*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: italicized words, diagram, bold words, glossary, photographs.
- Possible discussion questions: "What are your predictions for this book? What do you know about the environment?"

## 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: *special, shelter, carbon dioxide, oxygen, breathe, recycle, photosynthesis, and scientist*. 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.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny like his tree? What promise did Danny make?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What did you learn that you didn't know before? Why do you think the author wrote this story? How do you know? How has your opinion of trees changed after reading this book?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words: *made-shade, sees-trees, spill-will, and store-more*.
- Find and discuss the plural nouns: *pictures, trees, pancakes, insects, leaves, and boxes*.

## 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.

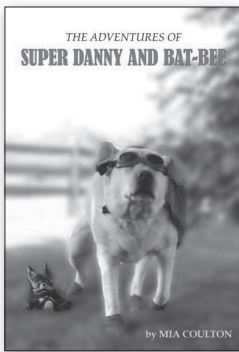
## Writing activity

- Together, create a web diagram graphic organizer for *Danny's Special Tree*.
- Find and discuss Danny's promise about how he will protect his special tree and the earth. Discuss his plan to reduce, reuse, and recycle. Have each student write their own promise for taking care of the earth and then have them draw a picture that corresponds to what they have written. Have them share their promises with each other.

### FUN FACT

**Each ton of recycled paper can save 17 trees, 380 gallons of oil, three cubic yards of landfill space, 4,000 kilowatts of energy, and 7,000 gallons of water!**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing rhyming words; Practicing plural nouns; Rereading; Introducing the web diagram graphic organizer; Introducing environmentalism.



# 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.

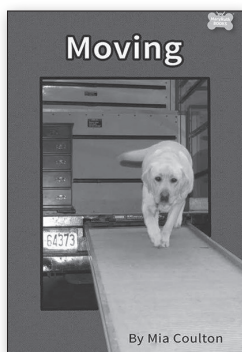
## Writing activity

- 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.



# 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.

### 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.

- **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*.

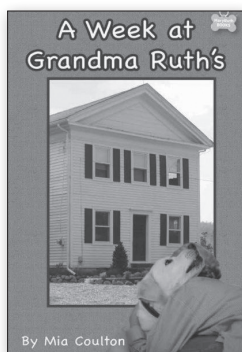
## Rereading for fluency

- 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.

**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.