

# Danny and Dad Read

Level D / 61 words / fiction

High frequency words:

*and, get, of, read*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where do you think Danny likes to read? Where did Danny and Dad go in the cover photo?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the students find the words that may be new to them: *hammock, stories, and library*.
- Ask the children to find the seasonal words and pictures in the story: *spring, summer, fall, and winter*.

## 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 notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where do Danny and Dad like to read? Where do Danny and Dad go to get new books?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Of all the places Danny and Dad read in the story, which would be your favorite? Why? What are some other places Danny may like to read?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words in the text: *hammock, library, scary, and stories*.
- On separate cards, write each place Danny and Dad read in the story. Have the students put the cards in sequential order to match the text.

## Rereading for fluency

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

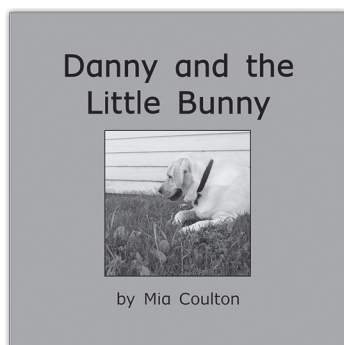
## Writing activity

- Have each student each write and complete the following sentence: "Danny and Dad like to read \_\_\_\_\_." Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

The largest library in the world is The Library of Congress, with more than 158 million items on approximately 838 miles of bookshelves.

**Teaching Points:** Introducing new words; Practicing multisyllabic words; Introducing seasonal words; Sequencing.



# Danny and the Little Bunny

Level D / 78 words / fiction

High frequency words:

*come, did, here, into, little, out, play, there, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What did Danny find in the grass? Have you ever found a bunny?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *little, out, and play*.
- Have the children find the words that may be new to them: *bunny, hiding, and grass*.

## 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 notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where does the bunny hide first? What does the bunny run down into? Why does Danny want the bunny to come out of the hole?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does the bunny hide? What do you think Danny will do with the bunny if he comes out? What would you do if you were the bunny?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words with double letters: *little, bunny, and Danny*.
- Point out the quotation marks on pages 4, 8, 10, and 12. Briefly explain quotation marks.

## Rereading for fluency

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

## Writing activity

- Have each student write the following sentence: "Danny wants to play with the little bunny." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

Have you ever seen a wild rabbit? More than half of the world's population of rabbits live in North America.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Introducing double consonants; Noticing punctuation (quotation marks).

## Five Danny Dogs



by Mia Coulton

# Five Danny Dogs

Level F / 122 words / fiction

High frequency words:

*five, four, saw, ten, then, was, were, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How many dogs are on the front cover? What are they doing on the quilt?"

### 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: *buzzing* and *quiet*. 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 decode 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, "What did each dog chase when he left the quilt? How many dogs were left on the quilt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he was the last dog on the quilt? How would you feel if you were being chased by one of the dogs?"

### 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: *riding, sitting, and buzzing*.
- Find and discuss the rhyming pairs: *then-ten, he-bee-three, and one-fun*.
- On separate cards, write what each dog chases when he leaves the quilt: *rabbit, bird, boy on bike, and bee*. 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.

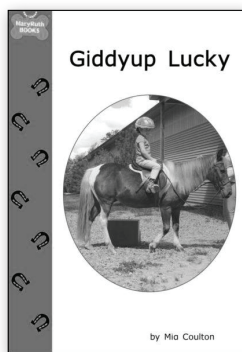
### Writing activity

- Have each student write and complete the following sentences: "One dog saw a \_\_\_\_\_. Off he went to chase the \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

#### FUN FACT

According to canine researcher Stanley Coren, some dogs can count to five, perform simple math calculations, understand up to 250 words and gestures, and trick people or other dogs in order to get treats.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *-ing* suffix; Practicing rhyming words; Sequencing; Rereading.



# Giddyup Lucky

Level F / 128 words / fiction

High frequency words:

*after, be, goes, going, too*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is happening in the cover picture? How is the little girl being safe?"

## 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: *giddyup, tomorrow, bridle, Lucky, and stable*. 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 decode 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

Horseback riding is more than just sitting on a horse. It improves coordination and alertness, strengthens the spine, stimulates the internal organs, improves physical and mental conditions with abled and disabled people, and boosts a sense of well-being.

## 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 does the little girl bring to Lucky? Who teaches the little girl how to ride the pony? How does the little girl get ready to ride Lucky?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Lucky feels about the little girl? Have you ever ridden a horse or pony? What was it like?"

## 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: *stable, stall, just, and sister*. Using magnetic letters, make other words with the same sound and pattern (*star, mister, cast, most*).
- Find and practice the words with the *CVCe* pattern: size and name.

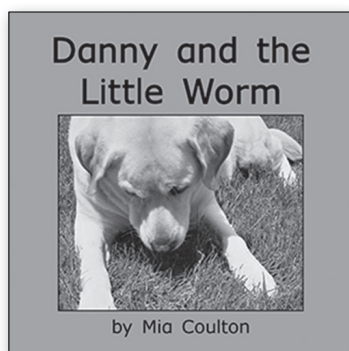
## Rereading for fluency

- 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 the following sentences: "I like to ride Lucky. He is just the right size for me." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *CVCe* pattern; Practicing words with the *st* blend; Rereading.



# Danny and the Little Worm

Level F / 174 words / fiction

High frequency words:

*have, his, now, saw, stop, then, was, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What do you think will happen to the little worm?"

## 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: *paw, began, and something*. 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 decode 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, "Where does the little worm like to play? How does Danny protect the little worm?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Dad put the little worm into Danny's garden?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *pl* blend: *place, play, and played*. Using magnetic letters, make other words with the same beginning sound and pattern (*plant, plow, please, pluck*).
- Find and discuss the rhyming pairs: *day-play* and *saw-paw*.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, helped, moved, picked, played, stopped, and wanted*. This ending means that the action has already happened. The action happened in the past.

## 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.

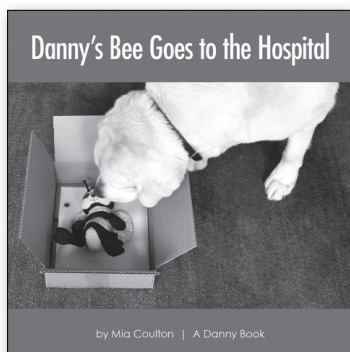
## Writing activity

- Have each student write and complete the following sentence: "*The little worm played on Danny's \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

**Baby worms are not born.**  
**They hatch from cocoons smaller than a grain of rice.**

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *pl* blend; Practicing the *-ed* suffix; Practicing rhyming words; Rereading.



# Danny's Bee Goes to the Hospital

Level G / 149 words / fiction

High frequency words:

*be, from, going, new, take, then, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why do you think Danny put Bee in the box? What do you think will happen in this story? Have you ever gone to the hospital?"

## 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: *hospital, calm, and package*. 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.

### FUN FACT

A doll hospital is a workshop that specializes in the restoration or repair of dolls. One of the oldest doll hospitals was established in Lisbon, Portugal in 1830. There is even a Doll Doctors Association in the United States.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "When Norman was playing with Bee, what happened to Bee? What was Danny's idea to fix Bee?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he had to tell Danny what happened to Bee? Have you ever accidentally broken a friend's toy? How did that make you feel?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the /ow/ phoneme: *found, shouted, and down*.
- Find and discuss the homophones *eye-I* and *be-Bee* in the story. Homophones are words that sound alike, but have different spellings and meanings.

## Rereading for fluency

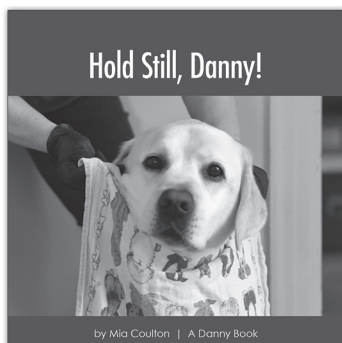
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

## Writing activity

- Have each student write and complete the following sentence: "I have a great idea! Let's send Bee to the \_\_\_\_\_." 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 apostrophes in contractions; Noticing possessive words with the 's ending; Practicing words with the /ow/ phoneme; Introducing homophones.





# Hold Still, Danny!

Level D / 75 words / fiction

High frequency words:

*but, cut, did, do, get, little, said, want, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is happening to Danny on the cover? What does 'hold still' mean? Why do you think Danny will need to 'hold still'?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words *little* and *said*.
- Have the children find the words that may be new to them: *haircut*, *hairdresser*, and *comb*. Clap and count the syllables.

## Reading the text

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

### FUN FACT

Only a few mammals are regarded as being mostly hairless. These animals include elephants, rhinoceroses, hippopotamuses, walruses, pigs, whales, and naked mole rats.

## 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 is the first dog to get a haircut? What does the hairdresser do to the little dog before cutting his hair? What does the hairdresser say to the little dog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the little dog likes having his hair combed and cut? How can you tell?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the two smaller words that make up the compound words *hairdresser* and *haircut*.

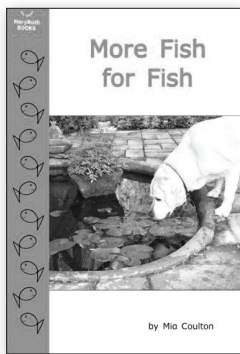
## Rereading for fluency

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

## Writing activity

- Have each student draw a picture of his or her favorite part of this story and write a sentence describing what is happening in the drawing.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Introducing compound words; Rereading; Finding and clapping multisyllabic words.



# More Fish for Fish

Level G / 114 words / fiction

High frequency words:

*be, but, of, then, too, was, when, with, would*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Danny? What is Danny doing?"

## 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: *thought* and *friend*. 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.
- 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.

### FUN FACT

The largest goldfish is the size of a cat. The Guinness World Record for the world's longest goldfish stands at 18.7 inches from nose to tail-fin.

- **Literal comprehension:** The answers are in the text. Ask, "Who is Fish's 'one friend'? Why did Fish have to move to the pond?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he put Fish into the pond? How would you feel if you had to go to a new and different home, like Fish?"

## 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: *lived*, *moved*, and *named*. This ending means that the action already happened. It happened in the past.
- Find and discuss the rhyming pairs: *then-when*, *that-at*, *be-me*, and *got-not*.
- On separate cards, write the four different places Fish has lived: *tank*, *little bowl*, *bigger bowl*, and *pond*. Have the students put the cards in sequential order to match the text.

## Rereading for fluency

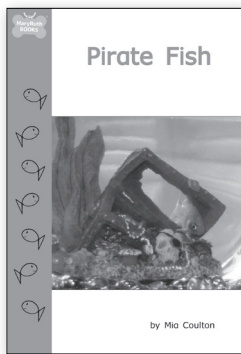
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

## Writing activity

- Have each student write and complete the following sentence: "*Fish moved to a home in a \_\_\_\_\_ because \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Noticing rhyming words; Practicing the -ed suffix; Noticing action words (verbs); Sequencing; Rereading.





# Pirate Fish

Level E / 62 words / fiction

High frequency words:

*and, for, of, on, went*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see in the cover picture? What has Fish discovered in the tank?"

## 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: *pirate, treasure, looking, and table*. 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.

## 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 was the new decoration for Fish's bowl? What was Fish looking for inside the treasure chest?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would Fish buy with all of the gold? If you found a treasure chest filled with gold, what would you do with it?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word that begins with the sw blend: *swam*. Using magnetic letters, make other words with the same beginning sound (*swim, swat, sway, swing*).
- Help the students find the words with the ch digraph: *chest*. Think of some other *ch* words (*chip, lunch, much, chart*).

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

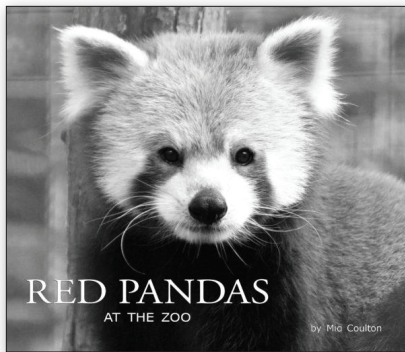
## Writing activity

- Have each student write and complete the following sentence: "*Fish was looking for \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.

### FUN FACT

**Pirates were very superstitious. They believed that whistling on a ship would turn the weather stormy. The phrase 'to whistle up a storm' owes its origin to this.**

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the sw blend; Practicing the ch digraph; Rereading.



# Red Pandas at the Zoo

Level G / 85 words / informational

High frequency words:

*be, because, its, when*

## Before reading

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

## 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: *bushy, striped, and waddles*. 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, "Where do red pandas sleep? Why does a red panda waddle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think red pandas sleep in trees? Why do you think a red panda has stripes on its face and its tail?"

## 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: *shorter, shy, and bushy*.
- Point out the *str* onset in the word *striped*. Using magnetic letters, create other words with the *str* beginning sound (*string, straw, strong, stray*).
- Point out the apostrophe in the word *panda's*. Explain that the 's means possession.

## 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.

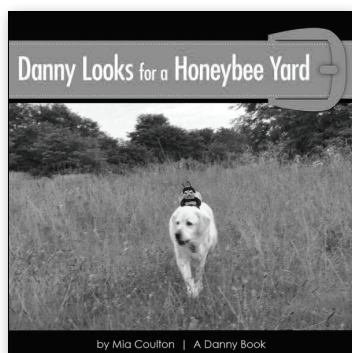
## Writing activity

- Have each student write and complete the following sentence: "Look at the red panda \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Red pandas exhibit temperature-regulating behaviors. They curl into a tight ball to conserve body heat in cold weather. When it is warm, red pandas stretch out on branches and pant to lower their body temperature.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *sh* sound; Introducing possessive words with the 's ending; Practicing the *str* onset; Rereading.



# Danny Looks for a Honeybee Yard

Level G / 160 words / fiction

High frequency words:

*be, by, don't, has, they, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing on the front cover? Where do you think they are going?"

## 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: *honeybee, wooden, buzz, and hungry*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *honeybee* 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

The honey bee is the only insect that produces food eaten by man. A beekeeper, or *apiarist*, keeps bees in order to collect their honey and other products that the hive produces. A location where bees are kept is called an *apiary* or "bee yard."

## 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 and Bee want to find the honeybee yard? What sound did Danny and Bee hear that helped them find the honeybee yard?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when he didn't get to meet any bees? Can you think of any uses for honey other than to eat it on toast?"

## 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: *looked, listened, and stopped*.
- Find and discuss the homonymns *here* and *hear*.
- Find and discuss the plural nouns: *beehives, bees, boxes, friends, and honeybees*. Change the following words into plural nouns: *sign, snack, and yard*.

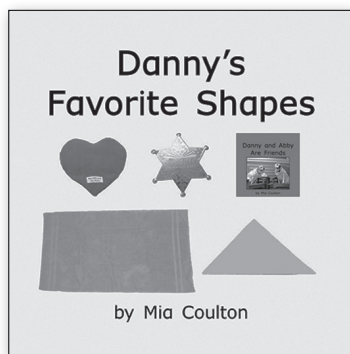
## Rereading for fluency

- 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

- Find and discuss the warning sign on page 5. Have each student design a warning sign for a honeybee yard, including words and pictures.

**Teaching Points:** Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing the -ed suffix; Introducing homonymns; Practicing plural nouns; Rereading.



# Danny's Favorite Shapes

Level F / 95 words / fiction

High frequency words:

*eat, of, one*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What shapes can you see on the cover? What color is each of the shapes?"

## 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: *square, triangle, rectangle, badge, favorite, and towel*. 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 decode 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

Many animals can detect differences in shapes, but dogs are particularly good at it. In tests, dogs have been trained to respond to complex shapes, including the written words *sit, down, and come*.

## 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 shape and color is Danny's towel? What shape and color is Danny's cheese? What shape and color is Danny's badge?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite shape? Can you name three things that are that shape?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is*.
- Find and discuss the words with the /ee/ phoneme: *cheese, Bee, and green*. Using magnetic letters, make other words with the same pattern (*greet, beep, seed*).

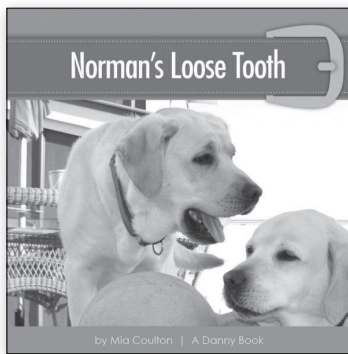
## Rereading for fluency

- 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: "A \_\_\_\_\_ is one of my favorite shapes." 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 apostrophes in contractions; Practicing words with the /ee/ phoneme; Rereading.



# Norman's Loose Tooth

Level E / 65 words / fiction

High frequency words:

*his, just, of, out, put, what, when, will, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman is saying to Danny in the picture on the cover?"

## 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: *chewing, surprise, wondered, pillow, and fairy*. 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.

## 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 Norman doing when his tooth fell out? What will happen when Norman puts the tooth under his pillow at night?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How many teeth have you lost? Have you ever lost a tooth when you were chewing on something? What do you think the Tooth Fairy looks like?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students find the words with the *th* digraph: *mouth, tooth, and the*.
- Find and discuss the words with the */ou/* phoneme: *mouth, ouch, and out*. Using magnetic letters, make other words with the same sound (*south, couch, about, pout, found*).

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

## Writing activity

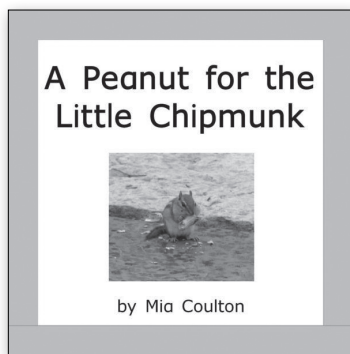
- Have each student write the following sentence: "Norman found the tooth that fell out of his mouth." Then have them draw a picture that corresponds to what they have written.

### FUN FACT

The Tooth Fairy is younger than both Santa Claus and the Easter Bunny.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the *th* digraph; Practicing the */ou/* phoneme; Rereading.





# A Peanut for the Little Chipmunk

Level E / 97 words / fiction

High frequency words:

*have, put, she, sit, will*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the little chipmunk eating? Who do you think gave the chipmunk the food?"

## 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: *chipmunk, peanut, Grandma, hungry, nibble, and quiet*. 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.

## 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 wants to help feed the little chipmunk? What kind of food does Grandma Ruth feed the little chipmunk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important to be quiet when trying to feed chipmunks? What other foods do you think chipmunks like to eat?"

## 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: *still* and *step*. Using magnetic letters, make other words with the same beginning sound (*sting, star, stool, stop, steam*).
- Find and discuss the rhyming words: *still-will, it-sit, and be-we-she*.

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

## Writing activity

- Have each student draw a picture of their favorite part of this story and write a sentence describing what is happening in their drawing.

### FUN FACT

A male chipmunk is called a *buck*;  
a female chipmunk is called a *doe*;  
a baby chipmunk is called a *kit, kitten, or pup*;  
and a group of chipmunks is called a *scurry*.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the *st* blend; Practicing rhyming words; Rereading.





# Summer in the Woods

Level H / 150 words / informational

High frequency words:

*around, fly, many, very*

## 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 summer? What would you like to know about summer in the woods?"
- Fill in the first two columns of a KWL chart on summer. Fill in the K section with what students already KNOW about summer and fill in the W section with WHAT they would like to learn about summer 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: *bumblebee, chirp, dragonfly, and grasshopper*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *dragonfly* and *grasshopper* 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, "What did you learn about summer in the woods?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does summer look like where you live? Why do you think insects are more active in the summer?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns in the text. Change the following words into plural nouns: *ant, bee, edge, leaf, and grasshopper*.

## 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.

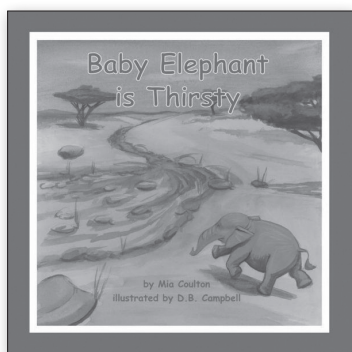
## Writing activity

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

### FUN FACT

The *dog days of summer* are July 3 to August 11 and are named for the Dog Star in the Canis Major constellation.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Noticing insect words (an example of specific diction); Practicing plural nouns; Rereading.



# 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*).

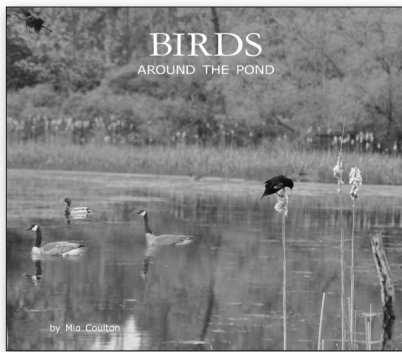
## Rereading for fluency

- 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.



# Birds Around the Pond

Level H / 105 words / informational

High frequency words:

*around, live, over, they*

## 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: "What types of birds have you seen outside? What types of birds have you seen around a pond?"

## 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: *hawk, heron, Mallard, red-shouldered, and red-winged*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice and discuss the hyphenated 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

A bird's eye takes up about 50 percent of its head;  
our eyes take up about five percent of our head.

To be comparable to a bird's eyes,  
our eyes would have to be the size of baseballs.

## 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 types of birds live around the pond? Which birds were swimming in the pond?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is the pond a good habitat for these birds? Would you like to live around the pond?"

## 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: *flying, sitting, and swimming*.
- Find and discuss the compound words: *blackbird* and *cattail*.
- Point out the apostrophe in the word *bird's*. Explain that the 's means possession.

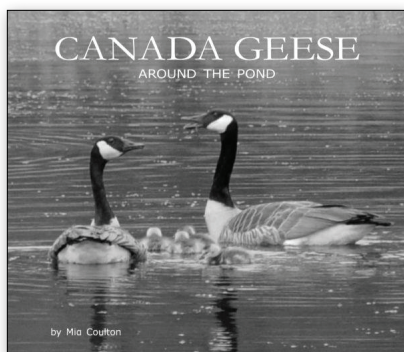
## Rereading for fluency

- 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 birds around the pond. 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 hyphenated words; Practicing words with the *-ing* suffix; Noticing compound words; Introducing possessive words with the 's ending; Rereading; Introducing the web diagram graphic organizer.



# Canada Geese Around the Pond

Level F / 113 words / informational

High frequency words:

*are, come, eat, that, they*

## Before reading

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

## 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: *Canada, goslings, and learn*. 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 decode 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, "What do Canada Geese do around the pond? Where do the geese go in the winter?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Canada Geese goslings look different from Canada Geese adults? What are some ways that a father goose could protect the nest and the goslings?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *gr* blend: *grass* and *gray*. Using magnetic letters, make other words with the same sound and pattern (*green, grow, grip*).
- Find and practice the words with the CVCe pattern: *nine, safe, and like*.
- Find and discuss the plural nouns: *goslings, eggs, plants, ponds, and weeks*.

## 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.

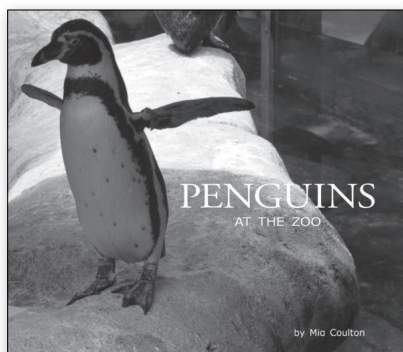
## Writing activity

- Have each student write and complete the following sentence: "*Canada Geese like to \_\_\_\_\_ around the pond.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Canada geese fly in a V-shape because it is more efficient. Each goose's flapping gives lift to the birds behind it. The V-shape also makes it easier for the geese to communicate with each other and maintain visual contact.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *gr* blend; Noticing plural nouns; Practicing words with the CVCe pattern; Rereading.



# Penguins at the Zoo

Level E / 84 words / informational

High frequency words:

*are, but, do, good, have, help, when*

## Before reading

- Look at the cover and read the title.
- Call attention to informational text features within the book (bolded words, glossary).
- Possible discussion questions: "What do you know about penguins? Have you ever seen a penguin? If so, where?"

## 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: *penguin*, *waddle*, and *webbed*. 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

The Emperor Penguin is the tallest of all penguin species, reaching almost four feet in height.  
Little Blue Penguins are the smallest type of penguin, averaging around one foot in height.

## 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 do penguins have long beaks? Why are penguins good swimmers? Penguins are birds, but can they fly?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a penguin has feathers that are black and white? Do you think a penguin would be a good runner? Why or why not?"

## 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/ phoneme: *steer*, *teeth*, and *feet*. Using magnetic letters, make other words with same pattern (*meet*, *beep*, *need*).
- Notice and discuss the plural nouns: *birds*, *wings*, and *penguins*.

## Rereading for fluency

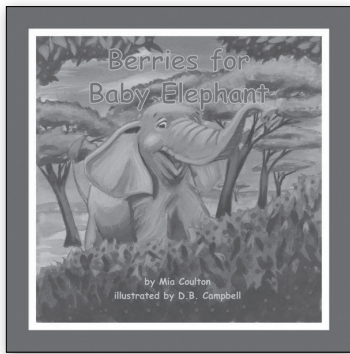
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.

## Writing activity

- Have each student write and complete the following sentences: "*Penguins have \_\_\_\_\_ to help them \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Finding and clapping two-syllable words; Practicing the /ee/ phoneme; Noticing plural nouns; Rereading.





# 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

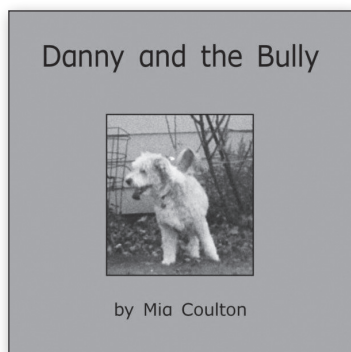
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.

## 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.





# Danny and the Bully

Level H / 344 words / fiction

High frequency words:

*about, know, today, try, very, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think this story is going to be about? How do you think Danny will react to the Bully in the 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: *growled, maybe, next, and thought*. 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, "Who are the characters in this story? Where does this story take place? What happens in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Spike bullied Danny? Have you ever been bullied? What did 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 /ea/ vowel pattern: *mean* and *leave*.
- Find and discuss the words with the /ay/ vowel pattern: *day, okay, play, someday, stay, and today*.

## 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

A national survey commissioned by the Cartoon Network in 2017 found that more than 90% of students said that adults in their family and teachers at school set good examples of kind behavior. Less than half of the kids said that adults in government do the same.

**Teaching Points:** Introducing new words; Identifying and understanding basic story elements in a text; Practicing the /ea/ sound; Practicing the /ay/ sound; Rereading; Introducing the story map graphic organizer.

## Puppy Danny



by Mia Coulton

# Puppy Danny

Level E / 136 words / fiction

High frequency words:

*could, him, put, so, when, would, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? 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: *goodnight, backpack, little, hiking, story, and asleep*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Point out and discuss the compound words: *goodnight* and *backpack*.

### 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.

### After reading

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

#### FUN FACT

What does it mean to *take a walk down memory lane*?

It means to spend some time talking, writing, or thinking about something that happened in the past.

- **Literal comprehension:** The answers are in the text. Ask, "Why did Dad tell Danny a story? When Danny was little, what did Dad do with him?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you do when you can't sleep? How do you think Danny felt after he heard Dad's story? Where would you put a little puppy?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *told-hold, by-my, and go-so*.
- Point out the apostrophe in the word *couldn't*. Explain that *couldn't* is a contraction that means *could not*.

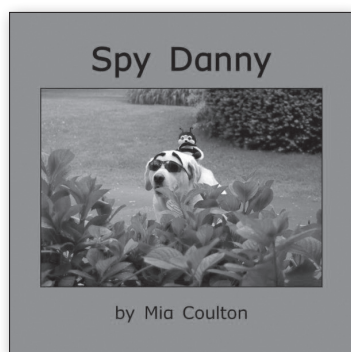
### Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

### Writing activity

- Have each student write and complete the following sentence: "You were so little I could put you \_\_\_\_\_ and I would \_\_\_\_\_." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Noticing contractions; Practicing rhyming words; Practicing compound words; Rereading.



# Spy Danny

Level 1 / 230 words / fiction

High frequency words:

*always, around, ate, first, know, long, pretty*

## Before reading

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

## 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: *eyebrows, clippers, footprint, magnifying, mustache, and outside*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyebrows, footprints, and outside* 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

- 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, "Where does this story take place? What do you know about the characters in the story? What was the problem? How did the characters solve the problem?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would you have done if you were one of the characters in this story? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *know* and *no* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the plural nouns: *bushes, glasses, clippers, spies, and shoes*.

## 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.

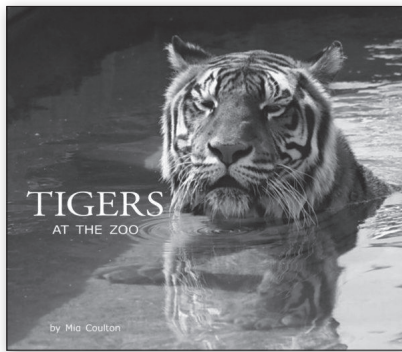
## Writing activity

- 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

There have been animal spies throughout history. Homing pigeons dispatched messages between groups, while ravens and cats retrieved documents and served as living listening devices.

**Teaching Points:** Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Noticing homophones; Practicing plural nouns; Rereading; Introducing the story map graphic organizer.



# Tigers at the Zoo

Level H / 103 words / informational

High frequency words:

*be, their, they, very*

## 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 tiger? What do you know about tigers?"

## 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: *catnap*, *bright*, *people*, and *relaxing*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *catnap* 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.
- 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

Tigers are the largest cat species in the world and the third-largest carnivore on land-- only polar and brown bears are larger.

## 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 learn about tigers while you were reading? Were there any text features that helped you better understand your reading?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How would you move so that you don't make any noise? How is a tiger like a pet cat? How are they different?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *tiger's*. Explain that the 's means possession.
- Find and discuss the rhyming words *night* and *bright*. Create more words with the *-ight* ending (*flight*, *sight*, *right*, *fight*, and *light*).

## 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 tigers. 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; Introducing possessive words with the 's ending; Practicing words with the *-ight* ending; Rereading; Introducing the web diagram graphic organizer.



# Autumn in the Woods

Level H / 155 words / informational

High frequency words:

*around, brown, fly, over, under, many*

## 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 types of things do you see, smell, and hear in autumn? What do you want to learn about autumn in the woods?"
- Fill in the first two columns of a KWL chart on autumn. Fill in the K section with what students already KNOW about autumn and fill in the W section with WHAT they would like to learn about autumn.

## 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: *nearby, signs, woolly, and ready*. 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 signs of autumn did Danny and Bee see in the woods? What did you learn while reading about autumn?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What activities do you do in autumn? What does autumn look like where you live? How do you get ready for winter?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words around and *ground*. Create more words with the same -ound ending (*sound, found, pound, mound, round*).
- Find and discuss the plural nouns in the text. Make the following nouns into plural nouns: *leaf, mouse, and acorn*.

## 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

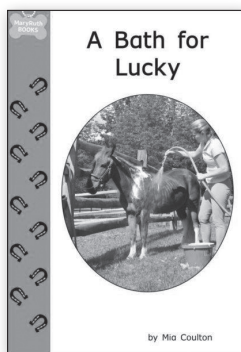
- Have each student complete the L section of the KWL chart with what they have LEARNED about autumn in the woods after reading this book. Have students share what they've learned with each other.

### FUN FACT

The Autumn Equinox is one of two days a year when the Earth receives exactly 12 hours of light and 12 hours of darkness. *Equinox* is a Latin word meaning *equal night*.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing rhyming words with the -ound ending; Practicing plural nouns; Rereading.





# A Bath for Lucky

Level H / 196 words / fiction

High frequency words:

*all, eat, done, give, going, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some reasons why animals and people need to take baths?"

## 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: *another, bathtime, knew, and shampoo*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *bathtime* 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.
- 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

It takes two gallons of water to brush your teeth, two to seven gallons to flush a toilet, and 30 to 50 gallons for a bath. A shower of 10 minutes uses 50 gallons of water.

- **Literal comprehension:** The answers are in the text. Ask, "What do you know about the characters in this story? What was the problem in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a person or animal who didn't like to take a bath? What would you have said or done if you were in this story?"

## 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: *hide, hose, and rose*.
- Find and discuss the rhyming pairs: *wet-get* and *rid-did*.
- Find and discuss the words with the /ar/ sound pattern: *cart* and *farm*. Create more words with the same sound (*hard, park, large, chart, star*).

## Rereading for fluency

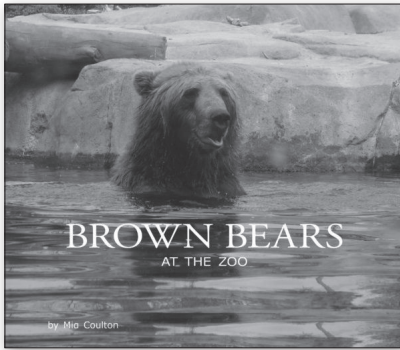
- Have the child(ren) read the story aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Have each student elaborate on the text by creating a future episode of *A Bath for Lucky* in which the student writes of how Lucky gets dirty again and needs another bath. Then have the students draw a picture 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 words with the CVCe pattern; Practicing rhyming words; Practicing the /ar/ sound; Rereading.





# Brown Bears at the Zoo

Level I / 149 words / informational

High frequency words:

*both, brown, long, use, very*

## 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 brown bear? What do you know about brown 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: *weigh, balance, grizzly, and omnivores*. 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 did you learn about brown bears while you were reading? Were there any text features that helped you better understand your reading?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think brown bears enjoy the water? What else would you like to know about brown bears?"

## 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: *digging, swimming, and walking*.
- Find and discuss the words with the *cl* onset: *claws* and *climb*.
- Find and discuss the word *brown* with the *own* rime. Create other words with the same ending sound (*clown, crown, down, and gown*).

## 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 brown bears. 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.

### FUN FACT

Brown bears are omnivores. They'll eat deer, fish, small mammals, berries, birdseed, honey, nuts, and plants. They'll even eat your garbage if you let them, but you should never feed a bear.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing words with the *-ing* suffix; Practicing the *cl* onset; Practicing the *own* rime; Rereading; Introducing the web diagram graphic organizer.



# Cheetahs at the Zoo

Level I / 133 words / informational

High frequency words:

*after, black, long, their*

## 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 cheetah? What do you know about cheetahs? What do you want to know about cheetahs?"
- Fill in the first two columns of a KWL chart on cheetahs. Fill in the K section with what students already KNOW about cheetahs and fill in the W section with WHAT they would like to learn about cheetahs.

## 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: *flexible, fuzzy, mantle, 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 parts of the cheetah's body help it go fast? What is the purpose of the cheetah's tear stripes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think cheetahs need to rest after running? How do you feel after running? How and where could you find more information about cheetahs?"

## 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: *resting* and *running*.
- Point out the *sk* onset in the word *skin*. Using magnetic letters, create other words with the *sk* beginning sound (*skid, skip, sky*).

## 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.

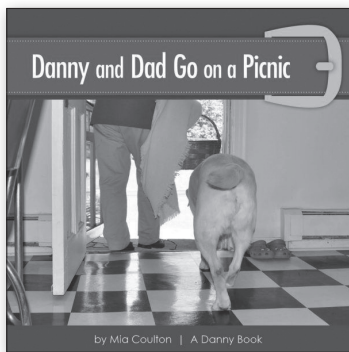
## Writing activity

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

### FUN FACT

Cheetahs have evolved to live where water is scarce, and can survive on one drink every three to four days.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing words with the *-ing* suffix; Practicing the *sk* onset; Rereading.



# Danny and Dad Go on a Picnic

Level H / 224 words / fiction

High frequency words:

*about, around, found, sing, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where are Danny and Dad going? Have you ever been on a picnic?"

## 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: *beautiful, picnic, sandwich, and shady*. 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, "Where did this story take place? What happened in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he found out that Danny ate his lunch? Have you ever met anyone who was like Danny in this story?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *stay-way* and *spot-forgot-got*.
- Point out and discuss the apostrophe in the words *I've*, *everything's*, *didn't*, and *let's*. Explain that these words are all contractions.
- On separate cards, draw the foods that Dad put into the picnic basket and write their names: *apple, cheese sandwich, and dogfood*. 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.

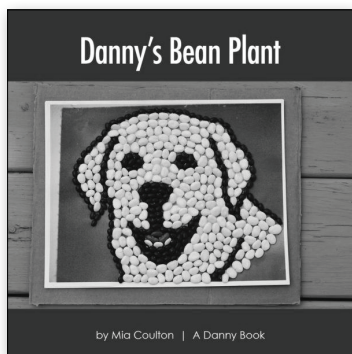
## Writing activity

- Choose a photo from the story. Add a speech bubble and ask the students to fill in what Danny or Dad might say. Have them read their speech bubbles to each other.

### FUN FACT

In the United States,  
National Picnic Day is celebrated on April 23.

**Teaching Points:** Introducing new words; Identifying and understanding basic story elements in a text; Practicing rhyming words; Noticing apostrophes in contractions; Sequencing; Rereading.



# Danny's Bean Plant

Level G / 119 words / informational fiction

High frequency words:

*eat, then, too, under, was, were*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What was used to make Danny's picture? What do you know about beans?"

## 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: *worry, hungry, and buy*. 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, "What did the beans look like on Monday and on Wednesday? How had the beans changed?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does it take a long time for a bean plant to grow? What do you think Danny will do with the beans when they are ready to pick?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's, I'll, and I'm*. Explain that *there's* is a contraction that means *there is*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and practice the words with the /ea/ vowel pattern: *bean, each, and eat*.
- On separate cards, write and draw what the beans looked like on each day of the week. 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 each student write and complete the following sentence: "*Danny picked the beans and made \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

The *Cloud Gate* sculpture, created by Anish Kapoor, is a popular attraction in Chicago. The sculpture is nicknamed *The Bean* because it is shaped like a bean.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ea/ vowel pattern; Sequencing.



# Giraffes at the Zoo

Level H / 124 words / informational

High frequency words:

*around, long, their, very*

## 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 giraffe? What do you know about giraffes?"

## 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: *calf, animal, tongues, whistle, and wraps*. 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.

### FUN FACT

A male giraffe is called a **bull**, a female giraffe is a **cow**, and a young giraffe is a **calf**.  
A group of giraffes is called a **journey**.

• **Literal comprehension:** The answers are in the text. Ask, "What was the main idea of what you read? What were the supporting details that told you more about the main idea?" Have students read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to know about giraffes? If you had a long neck like a giraffe, how would it change the way you eat? What would you build so that you could feed a giraffe?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *too-zoo, around-ground, and front-grunt*.
- Find and discuss the plural nouns: *giraffes, legs, necks, tails, tongues, and trees*.
- Find and discuss the word *tail* with the /ai/ vowel pattern. Create more words with this pattern (*snail, bait, train, paid, and chain*).

## 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 giraffes. 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 rhyming words; Practicing plural nouns; Practicing the /ai/ sound; Rereading; Introducing the web diagram graphic organizer.





# Spring in the Woods

Level H / 146 words / informational

High frequency words:

*always, around, full, new, very*

## 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 does spring look like where you live? How does spring make 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: *black-capped*, *chickadee*, *exciting*, *observe*, *red-bellied*, *salamander*, and *wildflowers*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *wildflowers* 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.
- 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 first day of spring is called the Vernal Equinox. On the first day of spring, the sunrise and sunset are about 12 hours apart everywhere on earth.

## 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 types of animals did Danny and Bee see in the woods? What did you learn about spring in the woods?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are your favorite things about spring? What are some activities you like to do in the spring?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *spring-thing*. Using magnetic letters, create other words with the same ending (*ring, bring, sing, wing, and fling*).
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is* or *it has*.

## 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 spring 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 rhyming words; Noticing apostrophes in contractions; Rereading; Introducing the web diagram graphic organizer.