

# Grandma Ruth's Garden

Level C / 33 words / fiction

High frequency words:

*eat, go, I, see, she, the, to, we*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the cover of the book? Whose hand is in the picture? Can you find Danny in the picture?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency pronouns: *I, she,* and *we*.
- Help students find the action words (verbs) *picks* and *pulls*. Discuss the actions that go with these words.
- Find and clap the multisyllabic words: *tomatoes, garden, lettuce,* and *carrot*.

## 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

Today, 60% of American grandparents work.  
70% care for grandchildren on a regular basis,  
43% exercise, and 28% do volunteer work.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What does Grandma Ruth do to the tomato? What does Danny do with the carrot?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think would happen if Danny picked the tomatoes? Which vegetable do you think would be Danny's favorite?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students think about fruits and vegetables that are either *picked* or *pulled*. Strawberries, blueberries, and apples are *picked*. Onions, carrots, and radishes are *pulled* from the ground.

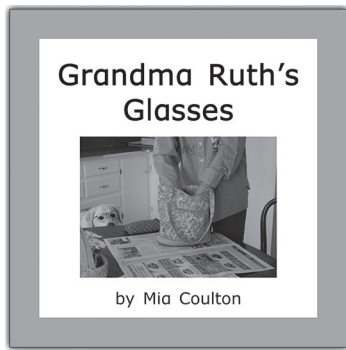
## Rereading for fluency

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

## Writing activity

- Write the words *pick* and *pull* on the board. Using one of these words, have the students write a sentence about gathering fruits and vegetables. Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Finding and clapping multisyllabic words; Introducing action words (verbs); Introducing pronouns.



# Grandma Ruth's Glasses

Level C / 34 words / fiction

High frequency words:

*for, her, here, in, is, on, she, under, up*

## Before reading

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

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency words: *her, she, and here*.
- Help the children find the new word *glasses*.
- Help the students find the <sup>where</sup> phrases (prepositional phrases): *up here, in here, under here, and on here*.
- Find and clap the two-syllable words: *glasses, Grandma, looking, and under*.

## Reading the text

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

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.

- **Literal comprehension:** The answers are in the text. Ask, "Where does Grandma Ruth look for her glasses?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other places could Grandma Ruth look for her glasses?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the *where* words (prepositions): *up, in, on, and under*.

## Rereading for fluency

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

## Writing activity

- Write the word *glasses* on the board. Have the students write the sentence: "*The glasses are on Danny!*" Then have them draw a picture that corresponds to what they have written.

### FUN FACT

With age, the lenses of our eyes lose elasticity making it harder to see up close. According to the National Library of Medicine, this affects nearly 100% of people over age 45.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Finding and clapping two-syllable words; Introducing prepositions and prepositional phrases.



# At Grandma Ruth's House

Level C / 37 words / fiction

High frequency words:

*I, like, look, me, run, the, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Danny sitting next to in the cover photo? What does it look like they are doing?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *like*.
- Help children find prepositional phrases after the action words on pages 4, 6 and 8: *out the door, with a stick, and in the tall 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.

### FUN FACT

In the United States, grandparents make up one-third of the population, with 1.7 million new grandparents added every year.

## 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, "Can you find where Danny likes to look? Where does Danny like to hide?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you guess some of the reasons Danny likes to visit Grandma Ruth's house?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Explain that prepositional phrases can tell us where something happens. Prompt students to answer the *where* in the sentence on page 4, *I like to look*.

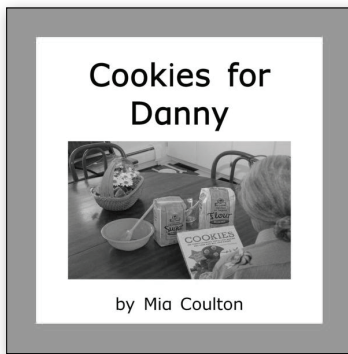
## Rereading for fluency

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

## Writing activity

- Have students complete the following sentence with a prepositional phrase: "*I like to jump \_\_\_\_\_*." (Examples: *in the lake, on a trampoline, off the dock*.) Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing prepositional phrases.



# Cookies for Danny

Level D / 58 words / fiction

High frequency words:

*are, here, his, no, some, too, yes, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What does it look like Grandma Ruth is doing?"

## 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 *yes* and *no*.
- Ask the children to find the words with the /uu/ sound: *looking, book, and cookies*. Have them say the words *look, book, and cook* to hear the /uu/ sound.

## 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

Smiling is contagious. So are our other facial expressions. It is believed that we mimic the facial expressions of the people around us because it helps us understand their feelings and state of mind.

## 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 is Danny sad at the beginning of the book? How does he feel at the end of the book? How do you know?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Grandma Ruth feels when she sees that Danny is sad? Which cookie do you like the best? Why?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the feeling words in the text: *happy, sad, and mad*.

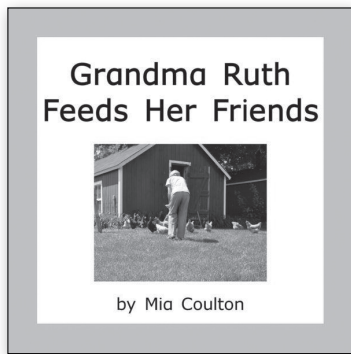
## Rereading for fluency

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

## Writing activity

- Write the following sentence on the board: "Danny likes to eat his \_\_\_\_\_ cookie." Have each student copy and complete the sentence. 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; Introducing words about emotions; Practicing the /uu/ phoneme.



# Grandma Ruth Feeds Her Friends

Level D / 57 words / fiction

High frequency words:

*come, here, me, she, we*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Grandma Ruth is doing in the picture on the cover? Who could her other friends be?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *feeds, calls, goats, birds, and kids*.

## 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.

### FUN FACT

Goats are social animals that like to live in groups. They should not be kept alone. Goats make great companion animals for horses, cows, chickens, and other goats.

- **Literal comprehension:** The answers are in the text. Ask, "Who does Grandma Ruth give the red apple to? What does she call the baby goats? What does the author put on either side of the word "kids" to show that Grandma Ruth is talking?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Does Danny eat the same food as the birds or the baby goats? Why or why not? What do you think Grandma Ruth will feed Danny?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the names of the animals in this story.
- On separate cards, write the different animals Grandma feeds in the story: *chickens, horse, goats, ducks, birds, and Danny*. Have the students put the cards in sequential order to match the text.

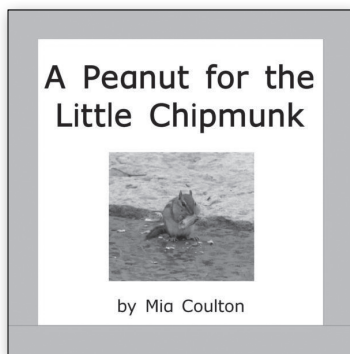
## Rereading for fluency

- 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 write and complete the following sentence: "Grandma Ruth feeds the \_\_\_\_\_." 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; Introducing animal words; Rereading; Sequencing.



# 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.