

# Counting Frogs Around the Pond

Level A / 33 words / informational text

High frequency words:

*are, in, is, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you been to a pond? What kinds of animals live around a pond? What do you know about frogs?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture. Count the frogs in each picture.
- Help the children find the words *is* and *in*.
- Find the new word *croak*. Have the children locate this word by predicting how the word begins.

## 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 do frogs live? What sound does a frog make? How many frogs are in the pond on page 12?" Encourage the use of language from the text. Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do frogs like to live in a pond? How do you think it feels to be a frog?"

## Word work

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

## Rereading for fluency

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

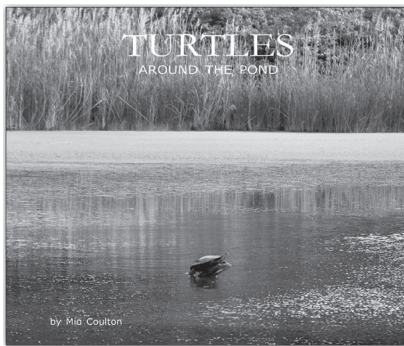
## Writing activity

- Write the word *frog* on the board. Have the students draw a picture and write a sentence about a frog. Students can dictate to the teacher as needed. Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

Frogs don't often drink with their mouths.  
They absorb water, and oxygen, through their skin.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Introducing numbers and counting in text; Oral language development.



# Turtles Around the Pond

Level C / 59 words / informational text

High frequency words:

*here, in, is, its, like, on, sit, the, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a turtle? What do you know about turtles? Where do turtles live?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Find the known words *here* and *like*.
- Find the new words: *walking, sitting, and hiding*. Have the children locate these words by predicting how the words begin or end. 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.

## After reading

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

### FUN FACT

Painted turtles can live up to 40 years.

- **Literal comprehension:** The answers are in the text. Ask, "Where do turtles like to sit on sunny days? What else do turtles do?" Encourage the use of language from the text. Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does a turtle hide in its shell? How does the shell protect the turtle?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the words that end in *-ing*: *hiding, walking, and sitting*. Have the children frame the *-ing* ending on these words with their fingers.
- Find the word *shell* on page 1. Explain that the *sh* letter combination makes one sound. Using magnetic letters, help students create new words that begin with the *sh* sound (*shell, shoe, and shop*).

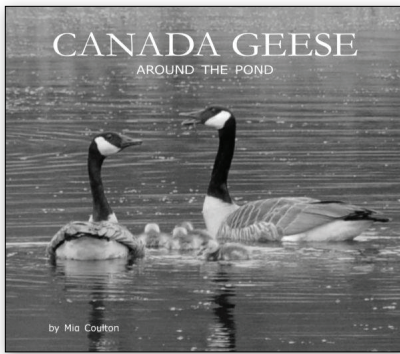
## Rereading for fluency

- 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 *turtles* on the board. Have the children draw a picture and write a sentence about what turtles like to do: "*Turtles like to \_\_\_\_\_.*"
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Rereading; Finding and clapping two-syllable words; Practicing words beginning with the *sh* sound; Introducing words with the *-ing* ending.



# 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.

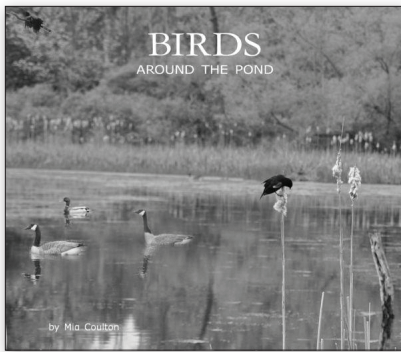
## Writing activity

- 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.



# 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.