

The Chickens and the Fox

Level D / 50 words / fiction

High frequency words:

a, and, are, come, for, here, in, see, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a chicken? What are chickens like? What do they eat? What do foxes look like? What do you think foxes eat?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find and clap the two-syllable words: *chickens, going, looking, and away.*

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 at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Where are the chickens at the beginning of the story? Where do they go on page 4? Who follows them? What do the chickens do?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do the chickens chase the fox away? What do you think the fox would do if the chickens had let him stay?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the word *yard* by predicting the beginning and ending sounds. Point out the /ar/ sound in the middle of the word. Discuss other words that have the /ar/ sound (*far, car, bar*).
- Point out the contracted word *don't* on page 12. Briefly explain contractions. Ask the students what two words the contraction *don't* represents.

Rereading for fluency

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

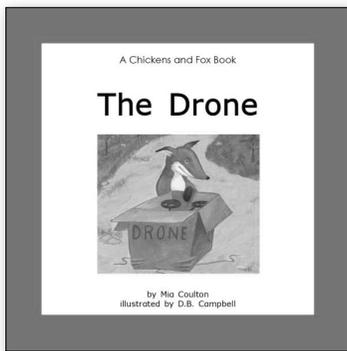
Writing activity

- Write the word *yard* on the board. Have each student write a sentence that includes the word *yard*. 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

Foxes have a lot in common with cats. They both have vertical shaped pupils, sensitive whiskers, and spines on their tongues. They also move and hunt on their toes while stalking and pouncing on their prey.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the /ar/ sound; Introducing contractions.



The Drone

Level F / 113 words / fiction

High frequency words:

going, of, our, out, some, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does the fox find in the box? What do you think the fox is going to do with the drone?"

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: *lucky, drone, speeding, and thump*. 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

A drone, also known as an unmanned aerial vehicle (UAV), is an aircraft without a pilot on board. A drone's flight is either controlled by a computer in the drone or remotely, by a pilot on the ground.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How does the fox use the drone? What do the chickens do when they see the fox?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Where would you fly a drone? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *blow* with the *bl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*blue, blimp, black, bloom*).
- Find and discuss the rhyming pairs: fox-box, do-to, day-away, and we-me.
- Point out the quotation marks and exclamation marks throughout the text.

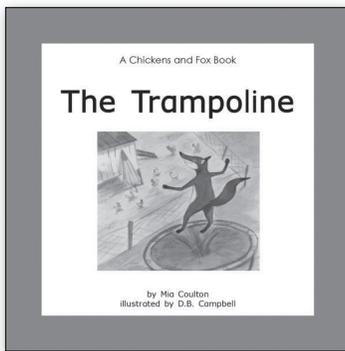
Rereading for fluency

- 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: "I am flying in the sky! I am going to look for some _____." 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 rhyming words; Noticing punctuation (quotation marks and exclamation marks); Practicing words with the *bl* blend; Rereading.



The Trampoline

Level F / 77 words / fiction

High frequency words:

going, into, out, was, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the front cover? What do you think the fox is going to do next?"

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: *boing, ready, trampoline, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *boing* and *yikes* are examples of onomatopoeia.

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, "How does the fox use the trampoline? What do the chickens do when they see the fox on the trampoline?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever jumped on a trampoline? How did it feel? If you could use a trampoline to jump into any place, where would you jump?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *fair* with the /ai/ vowel pattern. Using magnetic letters, make other words with the same sound and vowel pattern (*hair, pair, chair, stair*).
- Find and discuss the word *noise* with the /oy/ phoneme. Discuss other words with the same sound (*boy, oil, toys*).

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.

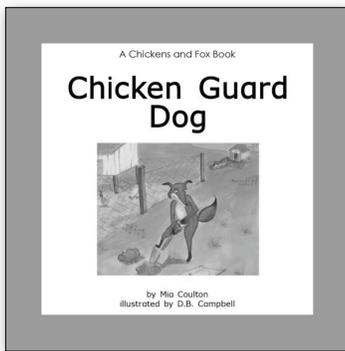
Writing activity

- Have each student write and complete the following sentences: "*I am jumping on a trampoline. I am going to jump into/onto the _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Trampolines are used for more than just jumping. Divers practice their ability to target a landing spot by trampolining and freestyle skiers practice moves and tune up their balance on trampolines.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing onomatopoeia; Practicing the /ai/ vowel sound; Practicing words with the /oy/ phoneme; Rereading.



Chicken Guard Dog

Level G / 97 words / fiction

High frequency words:

all, but, his, of, out, too, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the cover? Why do you think the fox is looking at a map?"

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: *clever, shing, and guard*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *shing* is an example of onomatopoeia.

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, solve most new words independently, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Livestock Guardians are animals that protect livestock on the farm. They can be llamas or donkeys, but in most cases, they are dogs. These dogs are known as Livestock Guardian Dogs, or LGDs for short.

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 was the fox trying to dig? How did the chickens move the guard dog's house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think the guard dog thought about the clever fox? Where do you think the fox went after he got caught?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural noun *chickens*. Change the following words into plural nouns: *fox (foxes), house (houses), and map (maps)*.
- Find and discuss the words with the /ou/ phoneme: *sounds, house, and out*. Discuss other words with the same pattern (*ground, mouse, count, our*).

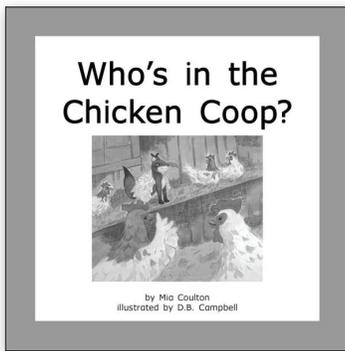
Rereading for fluency

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

Writing activity

- Have each student elaborate on the text by adding dialog between the guard dog and the chickens at the end of the story. 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 onomatopoeia; Practicing the /ou/ sound; Introducing plural nouns; Adding dialogue with illustrations; Rereading.



Who's in the Chicken Coop?

Level G / 95 words / fiction

High frequency words:

all, black, has, new, they, white

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: *orange, fluffy, and coop*. 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 chickens notice about the new chicken's feathers and feet? When did the chickens notice that the new chicken was not a chicken?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did the fox dress up as a chicken? How do you think the fox felt when he got caught? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ea/ vowel pattern: *each* and *ears*. Using magnetic letters, create words with the same pattern (*seam, tea, dear, read*).
- Point out the apostrophe in the word *chicken's*. Explain that the 's means possession.
- Point out the *ack* rime in the word *black*. Using magnetic letters, create other words with the *ack* ending sound (*back, knack, crack, stack, pack*).

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.

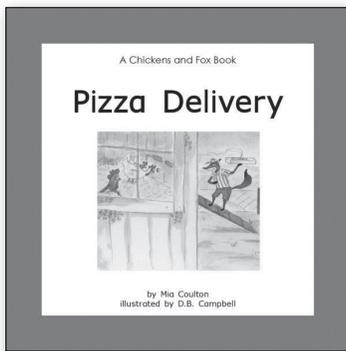
Writing activity

- Have each student write and complete the following sentences: "Look at the new chicken's _____. They are so _____." Then have the students draw a picture that corresponds to what they have written.

FUN FACT

A chicken coop or hen house is a small house where chickens are kept safe and secure. Inside the coop, there are perches on which the birds sleep and nest boxes for egg-laying.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ee/ vowel sound; Introducing possessive words with the 's ending; Practicing the *ack* rime; Rereading.



Pizza Delivery

Level H / 104 words / fiction

High frequency words:

first, how, own, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the illustration on the front cover? What do you think is going to happen next?"

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: *delicious, delivery, knock, outfox, peephole, scissors, and voice*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *peephole* and *outfox* 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 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, "Why does the fox dress up in the pizza delivery costume? How do the chickens scare the fox?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What does it mean to *outfox* someone? Can you think of a time when you have been *outfoxed*? How did that make you feel?"

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: *dropped, jumped, looked, and opened*.
- Point out and discuss the apostrophe in the words *who's* and *it's*. Explain that *who's* is a contraction that means *who is* or *who has* and *it's* is a contraction that means *it is* or *it has*.
- Find and discuss the plural nouns *scissors* and *chickens*.

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 either the chickens or the fox in the story. Add a speech bubble and ask the students to fill in the what the character(s) might say. Have them read their speech bubbles to each other.

FUN FACT

In 2005, the record for the world's largest rectangular pizza was set in Iowa Falls, Iowa. A team of 200 people created the 129 foot X 98.6 foot pizza - enough pizza to feed the town's 5,200 residents ten slices each.

Teaching Points: Introducing new words; Noticing compound words; Noticing action words; Practicing words with the *-ed* suffix; Noticing plural nouns; Rereading.