

I Like Flowers

Level B / 35 words / fiction

High frequency words:

I, like, to

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the name of the animal in the picture on the cover of the book? What is it 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 phrase *I like to*.
- Help the children find and read the word *eat*.

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

Baby goats are called *kids*. Kids can walk within minutes of being born. They are full grown and able to have their own kids when they are less than three years old.

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 name the colors of the flowers in the story?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other colors can flowers be? What else, besides flowers, do you think goats might like to eat?"

Word work

- Have students locate the high-frequency words in the text and practice writing.
- Have the students find the color words: *red, yellow, orange, purple, and pink*.

Rereading for fluency

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

Writing activity

- Have students write this silly sentence, filling in the blank: "*I like to eat _____ flowers.*" Then have the students 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: Using meaning to connect pictures to text; Matching words with their fingers, one to one; Introducing color words in text.



Little Pig

Level B / 24 words / fiction

High frequency words:

am, I, in, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Little Pig doing in the cover picture?"

Look through all the pictures

- Using the language in the story, ask students about the action in each of the pictures in the book.
- Help the children find the high-frequency phrase *I am*.
- Help the children find each word ending in *-ing*: *sleeping, eating, walking, running, jumping, and rolling*.

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

The pig's reputation for being dirty comes from the fact that they roll in mud to cool off. If pigs are kept in a cool, covered place, they stay quite clean.

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 the pages where Little Pig is jumping and rolling in the mud?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Have the students look at the picture lists on page 16. Ask, "What other actions ending in *-ing* might Little Pig do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students use their fingers to frame the *-ing* ending on the word *sleeping* on page 2. Have them frame the base word *sleep*. Explain base words and endings, *sleep + ing = sleeping*.

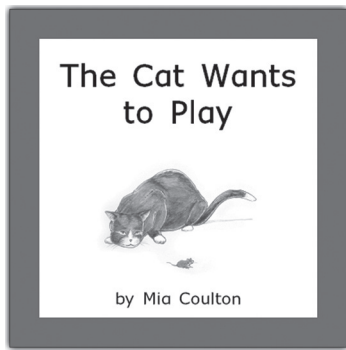
Rereading for fluency

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

Writing activity

- Have students draw a line down the center of a piece of paper. On the left side, ask them to write an *-ing* word. On the right side of the line, have them write the base word. Encourage independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words with their fingers, one to one; Practicing words ending with *-ing*; Introducing action words (verbs).



The Cat Wants to Play

Level C / 31 words / fiction

High frequency words:

no, play, said, the, to, will

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What do you think is happening between the cat and the mouse?"

Look through all the pictures

- Discuss what's happening in each picture. Ask students to name the animals on each page.
- Point out the quotation marks on either side of the word "no" on each page. Ask the students what they mean.
- Duck says, "No, no, no." Notice that the comma means to pause when reading.

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, "How do the other animals answer when the cat wants to play?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the animals don't want to play with the cat?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the animal words: *mouse, spider, bird, duck, and frog*. Have students use beginning letters and sounds to try new words.

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.

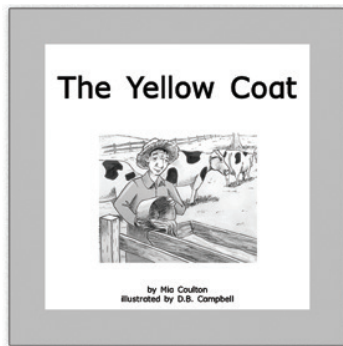
Writing activity

- Have the students write the sentence: "The cat wants to play." 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.

FUN FACT

Cats are the most popular house pets.
They have been kept as pets for over 10,000 years.

Teaching Points: Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing punctuation (commas, quotation marks); Introducing animal words.



The Yellow Coat

Level C / 46 words / fiction

High frequency words:

all, and, are, at, away, for, he, here, his, is

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who has a yellow coat? What else can you see on the cover of the book?"

Look through all the pictures

- Using the language in the story, discuss what the farmer and the cows are doing in each picture.
- Have the children find the words that may be new to them: *coat, farmer, and yellow*. Have the children locate these words by predicting how the words begin or end.

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

Cows are good at making other cow friends. Cows naturally form into groups called herds because they are social animals. They also form bonds, preferring the company of some cows while avoiding the company of others.

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 compare the locations of the yellow coat on pages 2, 6 and 12? Where does the yellow coat go?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think the yellow coat got out into the barnyard with the cows? Why do you think the cows took the farmer's coat?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the word *coat*. Think of some other words that have the -oat ending (*boat, float, goat, and moat*).

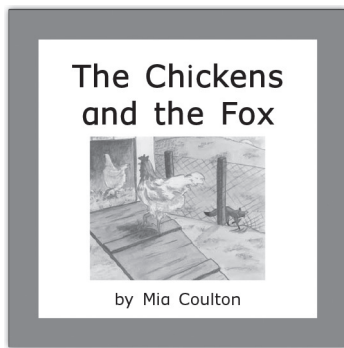
Rereading for fluency

- 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 the students write and complete the following sentence: "The farmer has a _____." 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 rhyming words with the -oat ending.



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.

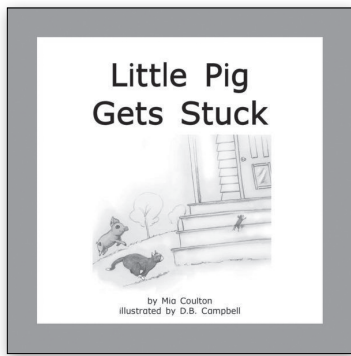
Writing activity

- 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.



Little Pig Gets Stuck

Level D / 62 words / fiction

High frequency words:

little, play, run

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What characters do you see on the cover? What do you think is going to happen in this story?"

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, play, and run*.
- Have the children find the rhyming words *house* and *mouse*.

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, "Who is chasing the mouse? Who is chasing the cat? What happens to little pig?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did the mouse run into the house? What would have happened if that cat had caught the mouse? What could have happened if little pig hadn't gotten stuck?"

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: *little, resting, and running*.

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.

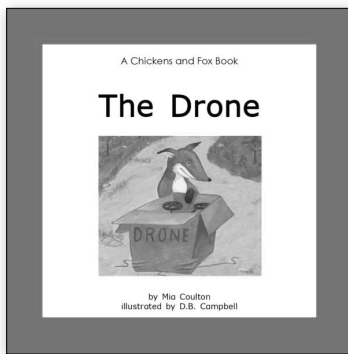
Writing activity

- Have each student write and complete the following sentences: "The cat is in the house. The pig is in 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.

FUN FACT

How fast can a pig run?
Pigs are sprinters and can attain their top speed in just a few strides.
Domestic pigs average a top speed of about 11 miles per hour.

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



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.

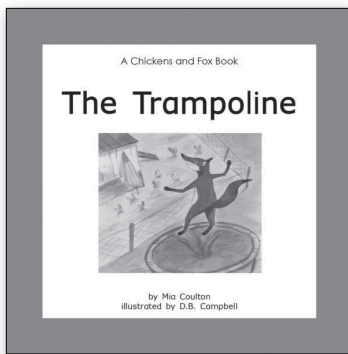
Rereading for fluency

- 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.

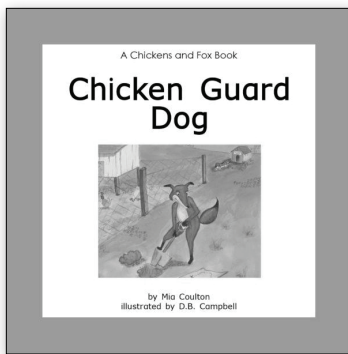
Writing activity

- 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*).

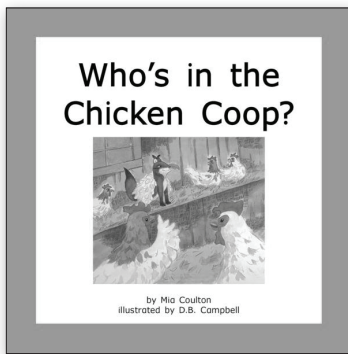
Rereading for fluency

- 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.

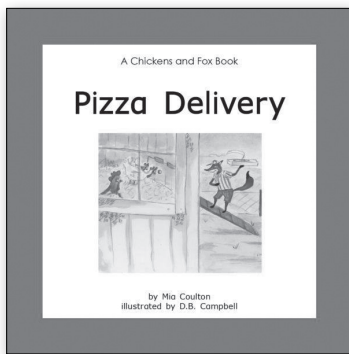
Writing activity

- 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.