

# Calves at the Zoo

Level B / 33 words / informational text

High frequency words:

*and, see, the, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What animals can you think of whose offspring are called calves? Can you describe a time when you have seen or heard about a calf?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the animal words that may be new to them: *calves, camel, elephant, giraffe, and rhinoceros*. Have them 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

Although most mammals give birth to their young, there are two mammals that do not. The *duck-billed platypus* and *echidna* both lay eggs.

## 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. Say, "Name some animals from this story that have calves." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other animals whose offspring are called calves? Why do babies stay close to their parents?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the plural noun *calves* in the text. Explain that *calves* is the plural form of the word *calf*, which is a noun that refers to the young of some mammals.

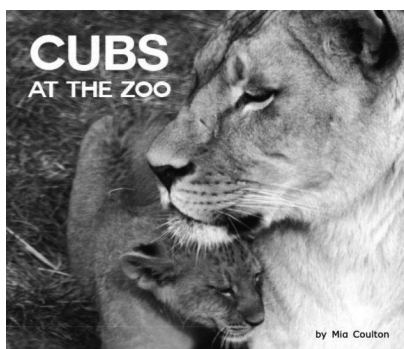
## Rereading for fluency

- 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 the students write and complete the following sentences: "*I am a baby* \_\_\_\_\_. *I am a calf.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Noticing plural nouns.



# Cubs at the Zoo

Level B / 30 words / informational text

High frequency words:

*a, am, I, red, the, we*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What animals can you think of whose offspring are called cubs? Can you describe a time when you have seen or heard about a cub?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the animal words that may be new to them: *panda, polar, and tiger*. Have them clap the two 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

**Tiger cubs, bear cubs, and lion cubs are born blind.  
Newborn cubs are entirely dependent  
on their mothers for food and protection.**

## 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. Say, "Name some animals from this story that have cubs." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other animals whose offspring are called cubs? What are some other baby animal names (*foal, kit, calf*)?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *lion, polar bear, red panda, and tiger*.
- Ask students to think of other words that sound like *am* (*ham, clam, ram, jam*).

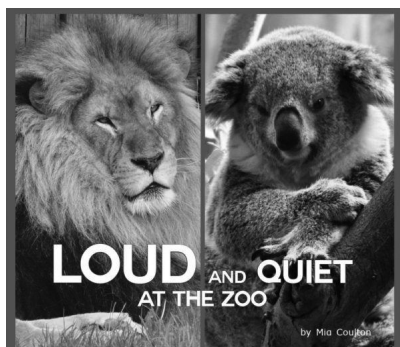
## Rereading for fluency

- 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 the students write and complete the following sentences: "*I am a baby \_\_\_\_\_. I am a cub.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing new animal words; Practicing rhyming words that end with the *am* sound.



# Loud and Quiet at the Zoo

Level B / 33 words / informational text

High frequency words:

*is, the, too*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Can you describe a time where you heard an animal being loud? What about a time when an animal was being quiet?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the words that may be new to them: *aardvark*, *koala*, and *okapi*. Have the children 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

The blue whale is the loudest mammal on earth. The call of the blue whale can reach 188 decibels. In comparison, a lion's roar can reach 114 decibels, while a human's shout can only reach 70 decibels.

## 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. Say, "Name some loud animals from this story. Name some quiet animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think some animals are loud? Why do you think some animals are quiet? If you were an animal, would you be loud or quiet? Why?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *aardvark*, *ape*, *elephant*, *koala*, *lion*, *okapi*, *seal*, and *zebra*.
- Ask the children to find the pair of opposite words *loud-quiet* in the text. Opposites are also called *antonyms*.

## 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 a sentence about a loud or quiet animal at the zoo. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Introducing antonyms.



# Stripes at the Zoo

Level C / 46 words / informational text

High frequency words:

*my, on, said, we*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a striped animal? Where?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students find the *said*. Point out and discuss the quotation marks throughout the story.

## 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

A zebra's stripes are more than just *camouflage* from predators and biting insects. The stripes may also help to control the zebra's body temperature by generating small-scale breezes over the zebra's body when light and dark stripes heat up at different rates.

- **Literal comprehension:** The answers are in the text. Say, "Name some striped animals from this story." Have the children read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think that some animals have stripes? Why do you think that some animals have stripes all over their entire bodies while others only have stripes on their tails? What other animals can you think of that have stripes?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *cheetah, okapi, panda, tiger, and zebras*. Clap and count the syllables.
- Notice and discuss the plural nouns *stripes* and *zebras*.
- Have the students find the rhyming words *red* and *said*.

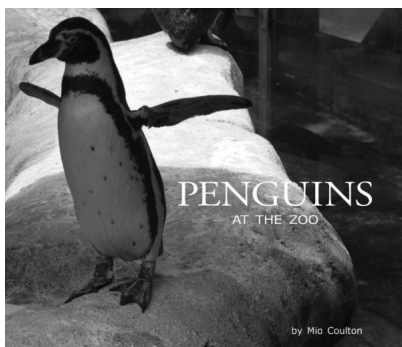
## Rereading for fluency

- 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

- Review the different animals with stripes at the zoo. Have students write a sentence about a striped animal. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Introducing new animals words; Noticing punctuation (quotation marks); Finding and clapping multisyllabic words; Introducing plural nouns; Noticing rhyming words.



# 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

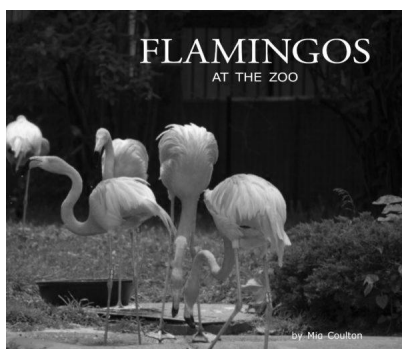
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.

## 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.





# Flamingos at the Zoo

Level G / 122 words / informational

High frequency words:

*be, eat, from, has, its, or, their, they, under*

## Before reading

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

## 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: *covered, curved, honk, and stilts*. 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, "Why are flamingos pink? Why does a flamingo have a curved beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think flamingos stand on one leg? Why do you think flamingos have long necks and legs? Why do you think flamingos like to be with other flamingos?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns: *wings, stilts, legs, flamingos, feathers, and birds*. Change the following words into plural nouns: *beak, body, and noise*.
- Find and discuss the rhyming pairs: *not-lot* and *that-at*.
- Find and discuss the words with the /nk/ blend: *pink, honk, and drinking*.
- Find and discuss the words with the /oo/ phoneme: *zoo, scooping, and food*.

## 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.

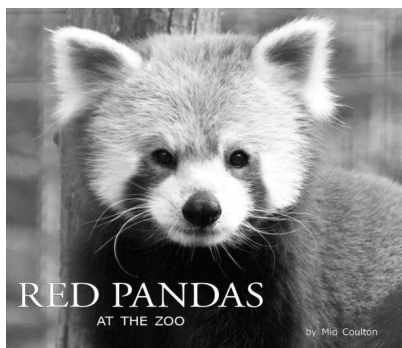
## Writing activity

- At the zoo, there are signs describing each animal on display. Have each student design a zoo sign for the flamingo exhibit, including facts and pictures.

### FUN FACT

The word *flamingo* comes from the Spanish word *flamenco*, which came from the earlier Latin word *flamma*, meaning flame or fire.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /nk/ blend; Practicing the /oo/ phoneme; Noticing rhyming words; Practicing plural nouns; 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.

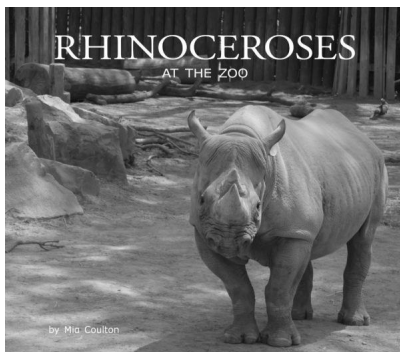
## Writing activity

- 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.



# Rhinoceroses at the Zoo

Level G / 124 words / informational

High frequency words:

*have, its, of, their, they, with*

## Before reading

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

## 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: *eyesight*, *carrying*, and *weight*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *eyesight* 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

A male rhinoceros is called a **bull**, a female is a **cow**, and a young rhino is a **calf**.  
A group of rhinoceroses is called a **crash**.

## 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 are rhinos good at picking up things with their mouths? Where does a rhino have hair?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for a rhino to have good hearing and well-developed sense of smell? Why do you think rhinos have horns?"

## 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: *carrying*, *sleeping*, and *wrapping*.
- Find and discuss the plural nouns: *ears*, *legs*, *rhinos*, *toes*, and *horns*.
- Find and discuss the words with the */ea/* vowel pattern: *each* and *ears*.

## 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: "Rhinos have \_\_\_\_\_ horns on their head." 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 compound words; Practicing the */ea/* sound; Practicing words with the *-ing* suffix; Practicing plural nouns; Rereading.





# 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*).

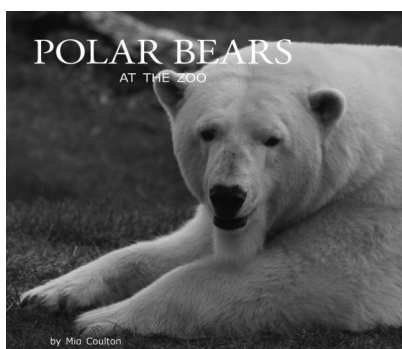
## Rereading for fluency

- 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.



# Polar Bears at the Zoo

Level H / 141 words / informational

High frequency words:

*from, has, its, small, very, warm, was*

## 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 polar bear? What do you know about polar bears? What would you like to know about polar bears?"
- Fill in the first two columns of a KWL chart on polar bears. Fill in the K section with what students already KNOW about polar bears and fill in the W section with WHAT they would like to learn about polar 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: *absorbs, footpads, underneath, and Velcro*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *footpads* 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.

### FUN FACT

An adult male polar bear can weigh between 775 and 1,200 pounds (the same as the total weight of five to seven men). That same cub weighed only one pound when he was born.

- 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 find interesting about polar bears? Why?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think polar bears feel about the warm seasons at the zoo? What else would you like to know about polar bears?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *paw* with the /aw/ vowel pattern. Create other words with the same pattern (*saw, flaw, thaw, gnaw, and raw*).

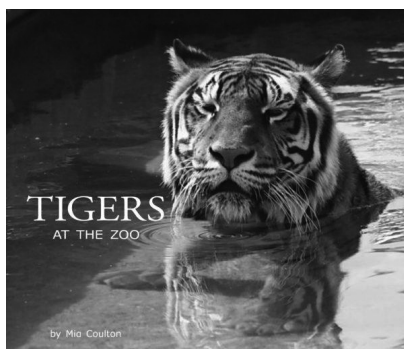
## Rereading for fluency

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

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Practicing the /aw/ sound; Rereading.



# 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*).

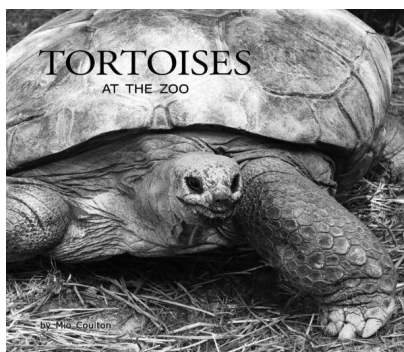
## Rereading for fluency

- 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.



# Tortoises at the Zoo

Level H / 110 words / informational

High frequency words:

*always, from, over, walk*

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

## 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: *Aldabra, giant, jaw, 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 is the purpose of the tortoise's shell? How does the tortoise eat food when it doesn't have teeth?" Have students read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a tortoise lives so long? Do you think a tortoise would be a good pet? Why? What else would you like to know about tortoises?"

## 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: *sharp, shell, short, and mash*.
- Find and discuss the word *jaw* with the aw rime. Make other words that sound the same (*saw, flaw, gnaw*).

## 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.

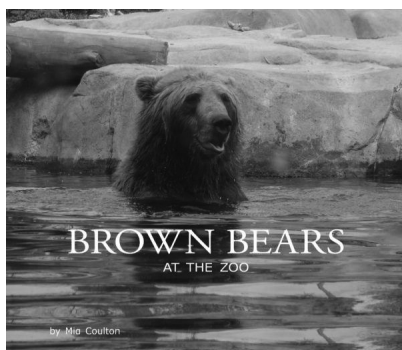
## Writing activity

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

### FUN FACT

Tortoises detect smells with the vomeronasal organ on the roof of their mouths. Instead of flicking their tongues, they pump their throats to circulate air through the nose and around the mouth.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing the /sh/ digraph; Practicing words with the aw rime; 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 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.

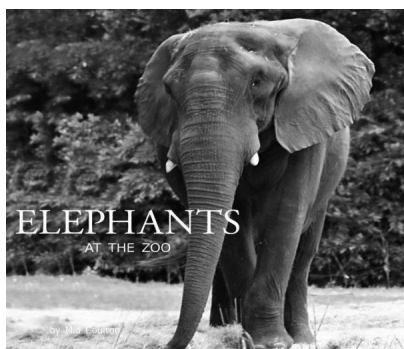
## Writing activity

- 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.



# Elephants at the Zoo

Level I / 195 words / informational

High frequency words:

*about, live, long, old, together, use, very, work*

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

## 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: *eyelashes, breathing, sensitive, and sunburned*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyelashes* and *sunburned* 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, "How do elephants use their trunks? Why do elephants have long eyelashes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to learn about elephants? What would you do if you had a trunk for a nose?"

## 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: *breathing, digging, drinking, eating, and spraying*.
- Point out the *in* rime in the word *skin*. Create other words with the *in* ending sound (*chin, fin, thin, win*).

## 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.

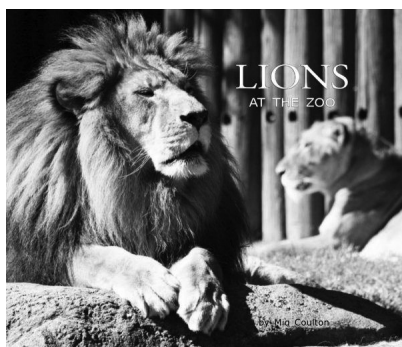
## Writing activity

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

### FUN FACT

**Asian elephants have five toenails on the front feet and four on the back feet, while African elephants have four on the front feet and three on the back.**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Practicing words with the *-ing* suffix; Practicing the *in* rime; Rereading.



# Lions at the Zoo

Level I / 163 words / informational

High frequency words:

*around, both, every, long, only*

## 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 lion? What do you know about lions?"

## 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: *female, lioness, signal, wherever, and whisker*. 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.

### FUN FACT

When lions breed with tigers, the resulting animals are known as *ligers* or *tigons*. There are also lion and leopard hybrids known as *leopons* and lion and jaguar hybrids known as *jag lions*.

## 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 is a female lion different from a male lion? Why do lions have whiskers?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the lion cub stays close to the mother lioness? Why do you think the sound of a lion's roar can be heard up to five miles away? What did you learn that you didn't know before about lions?"

## 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: *male, mane, and pride*.
- Point out the *pr* onset in the word *pride*. Using magnetic letters, create other words with the *pr* beginning sound (*prune, print, proud, pry*).

## 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 lions. 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; Practicing words with the CVCe pattern; Practicing the *pr* onset; Rereading; Introducing the web diagram graphic organizer.