

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.

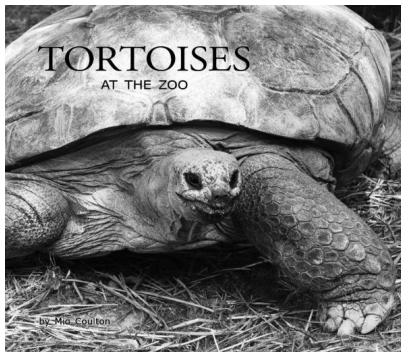
Writing activity

- 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.



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.



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.

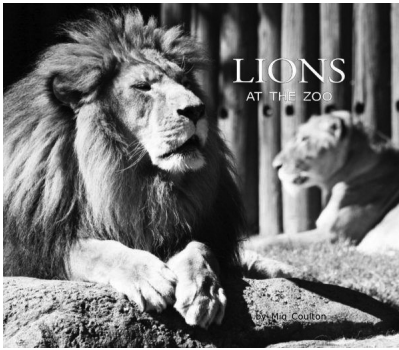
Writing activity

- 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.



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.