

The Swim Lesson

Level C / 19 words / fiction

High frequency words:

can, did, do, it, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in this story? Have you ever taken a swim lesson? What would you learn during a swim lesson?"

Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable word *teacher*. Clap the syllables together.

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, "What did the teacher say to the boy at the beginning of the lesson? What did the boy say after he jumped into the pool?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think the boy felt before he jumped into the pool? How did he feel after? Can you think of a time when you said, "*I did it!*"? How did that make you feel?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words in quotation marks throughout the book.
- Find the word *splash* on page 6. What does that word mean? Why did the author use that word?

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 time when they said, "*I did it!*" 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.

FUN FACT

The Persians are believed to have been the first to use swimming goggles in the 1300s. These goggles were made of polished turtle shell and were used by pearl divers.

Teaching Points: Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Noticing *onomatopoeia*; Rereading; Noticing punctuation (quotation marks).

Danny and Heather Share



written by Mia Coulton

Danny and Heather Share

Level E / 72 words / fiction

High frequency words:

her, she, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny and Heather are going to share in this book? What kinds of things do you share with your friends?"

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: *baby, birthday, Heather, and secret*. 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.

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 old are Danny and Heather? What are the five different things that Danny and Heather share?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "If Danny were your dog, what would you share with him? What would you do if the toy you shared with your friend got broken while your friend was playing with it?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students find the words with the *sh* digraph: *wish, shares, share, and she*.
- Help the students find the words with the *th* digraph: *with, Heather, birthday, and the*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

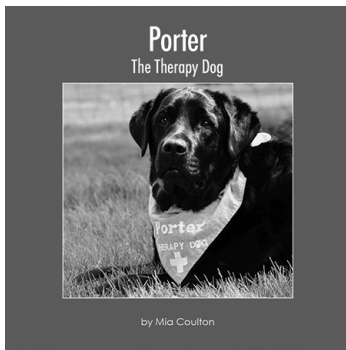
Writing activity

- Have each student choose one of the digraphs from the story (*sh* or *wh*). Have them create a list of five different words that include that digraph. Then have them draw a picture that corresponds to each of the words.

FUN FACT

Sharing teaches children about compromise and fairness. Children who share also learn how to take turns, negotiate, and cope with disappointment.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *sh* and *wh* digraphs.



Porter The Therapy Dog

Level E / 108 words / fiction

High frequency words:

are, at, come, good, him, his, on, one

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a therapy dog? How does a dog become a therapy dog? How do you recognize a therapy dog?"

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: *blanket, Porter, quiet, scarf, and therapy*. 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.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

Animals are good for our minds and bodies. The simple act of petting a dog can lower the risk of stroke, seizure, and heart attack. Therapy pets can help soothe patients and lower their stress and anxiety. Animals are also really good at helping people feel less alone.

- **Literal comprehension:** The answers are in the text. Ask, "What is Porter's job? What are some things that Porter does when he is at work?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a therapy dog? Why do you think Porter's job is important and helpful? Do you think that Porter likes his job? 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 /er/ phoneme: *girl* and *first*. Using magnetic letters, make other words with the same sound (*bird, dirt, stir*).
- Find and discuss the homophones *to, too, and two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the following sentences: "*Porter is a therapy dog. He likes to _____.*" Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Introducing the *to, too* and *two* homophones.