



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.

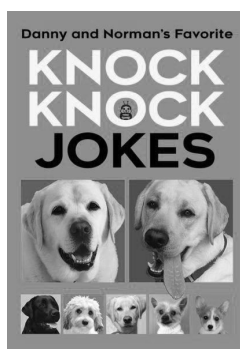
Writing activity

- 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.



Danny and Norman's Favorite Knock Knock Jokes

Reader's Theater Lesson Plan

High frequency words:

be, don't, going, only, say, tell

Why Reader's Theater?

- Reader's Theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. Students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills.
- Rhyming tales, joke books, nursery rhymes, and fairy tales are ideal texts for the introduction to Reader's Theater.
- Reading aloud from a script is a fun and motivating approach to instruction in fluency and expression, while allowing students to make predictions and observations about characters, setting, and plot.

Choosing a text/script

- Choose a prepared script, or have kids choose a book from which to develop a Reader's Theater script.
- Choose a story that can be divided into parts or characters. Make sure the number of parts from the script adds up to the total number of students in the class.

Before reading

- Look at the cover, read the title, and discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Tell students they will be working in groups to turn the book into a play or Reader's Theater.

Reading the text

- Teacher models the text. Students follow along and discuss quality of the teacher's reading.

- Possible discussion questions: "Who are the characters and what are they like? Why do you like to tell jokes? What makes a joke funny? Were there any jokes you didn't understand?"
- Help the children find any tricky words in the text: *Candace, thumping, knock, and scold*. Discuss meaning, word structure, and sounds you expect to hear in those words. Find and discuss the high frequency words in the text.

Group Practice

- Break the children into small groups and assign reading parts to each child. While students are practicing, provide appropriate encouragement and coaching.
- Each group should read through the script about four times before the final performance. Provide copies of the script for each student to rehearse at home.

Writing activity

- Ask the students to create programs or invitations for their audience. Make sure to include the titles of each act, the names of the characters and performers, and any drawings or graphics that pertain to the story.
- Deliver the invitations before the show, or hand out the programs at the performance.

Performance

- Students perform for an audience of classmates, parents, and/or other visitors.
- After the performance, discuss what the students liked most about the script and what could have been done to make the script even better.

Teaching Points: Introducing Reader's Theater, Introducing knock knock jokes; Introducing new words; Practicing public speaking and performing; Practicing working in small groups; Rereading; Retelling.

Spy Danny



by Mia Coulton

Spy Danny

Level I / 230 words / fiction

High frequency words:

always, around, ate, first, know, long, pretty

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in the story? Have you ever pretended to be a spy?"

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: *eyebrows, clippers, footprint, magnifying, mustache, and outside*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyebrows, footprints, and outside* 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.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Where does this story take place? What do you know about the characters in the story? What was the problem? How did the characters solve the problem?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would you have done if you were one of the characters in this story? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *know* and *no* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the plural nouns: *bushes, glasses, clippers, spies, and shoes*.

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.

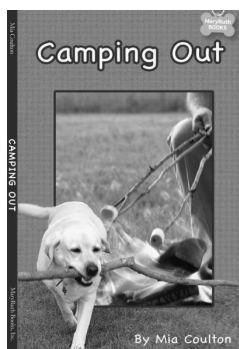
Writing activity

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

There have been animal spies throughout history. Homing pigeons dispatched messages between groups, while ravens and cats retrieved documents and served as living listening devices.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Noticing homophones; Practicing plural nouns; Rereading; Introducing the story map graphic organizer.



Camping Out

Level J / 726 words / fiction

High frequency words:

again, around, before, best, better, far, first, much, must, once, please, upon

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been camping? What do you think will happen in this story?"

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: *binoculars, delicious, marshmallows, and exclaimed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *Beartown, overlooking, backpack, campfire, campground, and campsite* 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.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

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 was the setting of this story? What was an important event that occurred?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to go camping with Danny and Dad? Why or why not? Do you think Danny felt brave or afraid when he heard the noise? Why? Is there anything you would change about this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *-ing* suffix: *pointing, roasting, sharing, sleeping, watching, and hiking*.
- Find and discuss the words with the *-ed* suffix: *wondered, sounded, started, suggested, stuffed, wanted, looked, and gobbled*.

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.

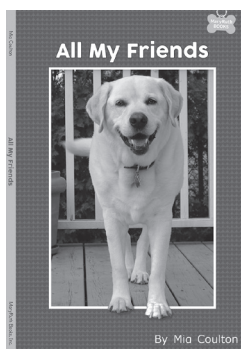
Writing activity

- Print out the attached pictures from the text. Have each student use them to create a photo album of Danny and Dad's camping trip, placing the photos in sequential order to match the story. Have them write a caption for each picture, adding their own ending to the story. Encourage the students to share their albums with each other.

FUN FACT

When camping, crickets can help you figure out the temperature. Count the number of chirps you hear in fourteen seconds. To determine the temperature in degrees Fahrenheit, add 40 to that number.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing words with the *-ing* suffix; Practicing the *-ed* suffix; Rereading; Sequencing.



All My Friends

Level K / 1035 words / fiction

High frequency words:

again, always, around, just, many, never, pick, please

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How would you describe a friend? Who are some of Danny's friends?"

Look through all the pictures

- Using the language in the text, 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: *dramatic, exhausting, imagination, responsibility, serious, sprinkler, and therapy*. 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.

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 were some of Danny's friends that you met in this story? Did you learn anything new about Danny's friends? Did you learn anything new about Danny?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it is important to have different kinds of friends? Which type of friend are you?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *-ing* suffix: *running, dribbling, training, chasing, swimming, thinking, getting, playing, and exhausting*.
- Point out and discuss the contractions: *can't, doesn't, don't, he's, isn't, and it's*.

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.

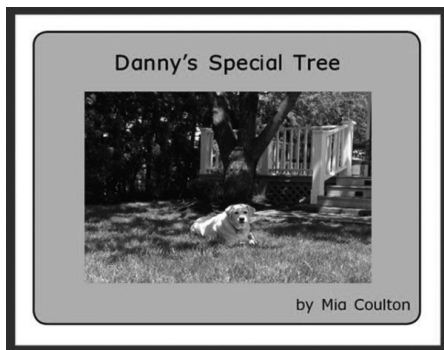
Writing activity

- Give a picture of one of Danny's friends from the story to each student. Add a speech bubble to each picture and have the student write dialogue for the friend in the photo. Discuss the order each friend was introduced in the text, and help the students put the pictures in the correct order. Then reintroduce Danny's friends by having each student read his/her speech bubble in the order each friend was introduced in the text.

FUN FACT

According to Buddha, we each need four types of friends in our life. The *helper* friend gives aid when needed and asks for nothing in return. The *enduring* friend stands by you through every event in your life. The *mentor* friend teaches, restrains, and guides. The *compassionate* friend encourages, celebrates, protects, and supports.

Teaching Points: Introducing new words; Practicing the *-ing* suffix; Noticing contractions; Rereading; Sequencing; Retelling.



Danny's Special Tree

Level M / 400 words / informational

High frequency words:

about, ask, clean, pull, together

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: italicized words, diagram, bold words, glossary, photographs.
- Possible discussion questions: "What are your predictions for this book? What do you know about the environment?"

Look through all the pictures

- Using the language in the text, 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: *special, shelter, carbon dioxide, oxygen, breathe, recycle, photosynthesis, and scientist*. 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, "Why did Danny like his tree? What promise did Danny make?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What did you learn that you didn't know before? Why do you think the author wrote this story? How do you know? How has your opinion of trees changed after reading this book?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words: *made-shade, sees-trees, spill-will, and store-more*.
- Find and discuss the plural nouns: *pictures, trees, pancakes, insects, leaves, and boxes*.

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

- Together, create a web diagram graphic organizer for *Danny's Special Tree*.
- Find and discuss Danny's promise about how he will protect his special tree and the earth. Discuss his plan to reduce, reuse, and recycle. Have each student write their own promise for taking care of the earth and then have them draw a picture that corresponds to what they have written. Have them share their promises with each other.

FUN FACT

Each ton of recycled paper can save 17 trees, 380 gallons of oil, three cubic yards of landfill space, 4,000 kilowatts of energy, and 7,000 gallons of water!

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Practicing rhyming words; Practicing plural nouns; Rereading; Introducing the web diagram graphic organizer; Introducing environmentalism.