

# 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*.

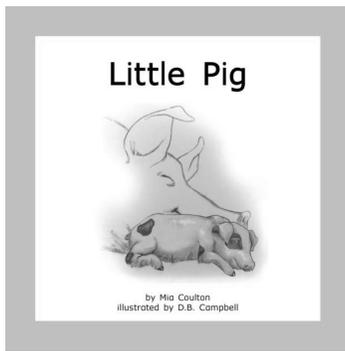
## Rereading for fluency

- 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*.

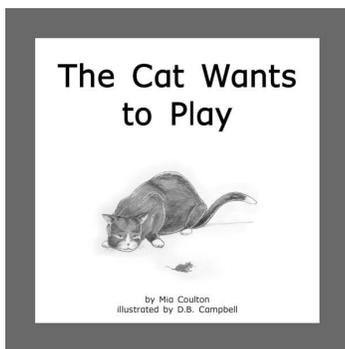
## Rereading for fluency

- 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.

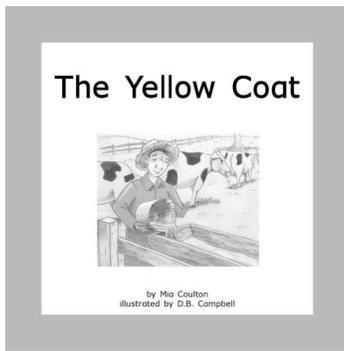
## Writing activity

- 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*).

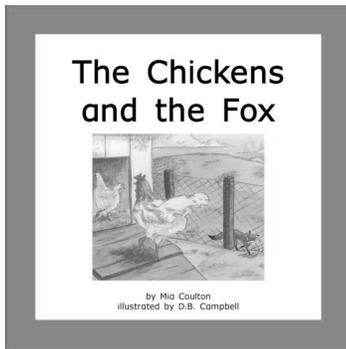
## Rereading for fluency

- 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.

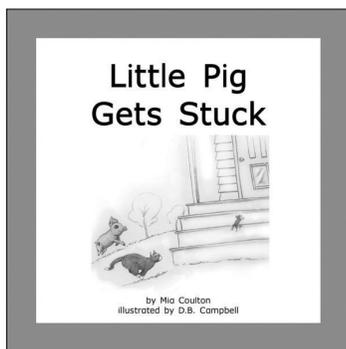
## Writing activity

- 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.