

Lola is Feeling Hungry

Level B / 20 words / fiction

High frequency words:

is

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at Lola's face in the picture on the front cover. How do you think she is feeling? Why do you think she is making that face?"

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 words: *feeling*, *Lola*, and *hungry*. Clap and count 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.

FUN FACT

According to American Psychologist Robert Plutchick, all animals are born with eight basic emotions: anger, sadness, fear, joy, anticipation, surprise, disgust, and trust. These emotions help animals survive when dealing with environmental challenges.

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, "Why is Lola sad at the beginning of the book? Why is Lola mad in the middle of the book? How do you know she is feeling sad and mad?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Lola feels at the end of the book? Why? What emotions do you feel when you are hungry?"

Word work

- Find and discuss the rhyming words *mad* and *sad*. Using magnetic letters, create more words with the same *ad rime* pattern (*bad, dad, glad, had, pad*).
- Ask students to find the feeling words in the text: *hungry, sad, and mad*. Discuss and create a list of other feeling or emotion words that they know.

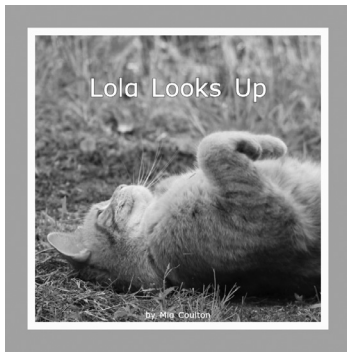
Rereading for fluency

- 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

- Using an emotion from the student-generated list, have the students write and complete the following sentence using an appropriate emotion: "*Lola is feeling _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Introducing rhyming words with the *ad rime*; Practicing emotion words; Rereading.



Lola Looks Up

Level B / 25 words / fiction

High frequency words:

a, am, I, see, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Lola doing? What do you think Lola can see?"

Look through all the pictures

- Help the children find the phrase *I see*. Using the language in the story, discuss what Lola can see in each picture.
- Introduce and find the new words: *balloon, bird, moon, helicopter, and plane*. 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.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.

FUN FACT

As sunlight passes through our atmosphere, tiny air molecules cause it to scatter. Blue light is scattered more than other colors because it travels as shorter, smaller waves. Because blue light is reflected and redirected in every direction, we see the sky as blue.

- **Literal comprehension:** The answers are in the text. Ask, "Can you name one thing that Lola could see when she looked up into the sky? Can you name them all?" Have them read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other things have you seen when you've looked up into the sky?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- With the help of the students, create a list of all of the things Lola saw when she looked up into the sky. Then, brainstorm a list of other things that can be seen in the sky.

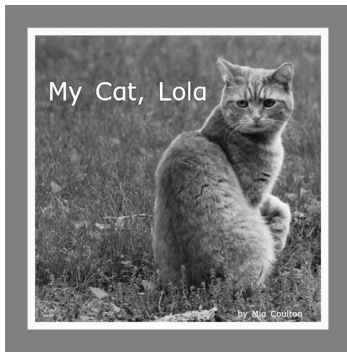
Rereading for fluency

- 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

- Revisit the list that the students generated of things that can be seen in the sky. Using those words, have each student complete and write the sentence: "*I see a _____.*" 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.

Teaching Points: Using meaning to connect pictures to text; Self-monitoring - the repetitive text in this book supports the reader's early attempts at self-monitoring; Finding and clapping multisyllabic words; Rereading.



My Cat, Lola

Level B / 40 words / fiction

High frequency words:

here, is, my

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Lola doing on the cover? What do you know about cats?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrases *Here is my* and *My cat is*.
- Help the children find words with the *-ing* ending: *walking, licking, scratching, and napping*. Clap and count the syllables in these words.

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, "Can you find the page where Lola is licking? Can you find the page where she is napping?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What are some other things that you think cats like to do. What new action words that end in *-ing* could be added to this book?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the word *cat*. Using magnetic letters, create more words with the same *at* rime pattern (*bat, chat, flat, hat, mat, pat, rat, sat, that*).

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.

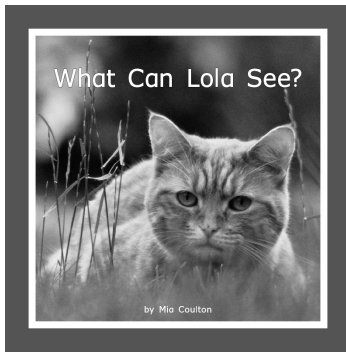
Writing activity

- Have students write a new page for the book by writing and completing the following sentences: "*Here is my cat. My cat is _____ing.*" 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 like to scratch. It is a normal, instinctive cat behavior. Cats scratch to express emotions like excitement or stress, to mark objects with their scent, to clean and sharpen their nails, and to get some exercise and a good stretch.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Introducing words with the *-ing* ending; Introducing rhyming words with the *at* rime; Rereading.



What Can Lola See?

Level C / 50 words / fiction

High frequency words:

at, now, on, she

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Lola doing in this picture? What kinds of things do you think Lola will see in this book?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency words: *at, now, on, and she*.
- Help the children find the words that may be new to them: *ladybug, chipmunk, snail, and ground*. 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

Cats use their eyes to communicate.

Half-closed or squinted eyes indicate relaxation, affection, and trust. Dilated pupils can be a display of fear, anger, pleasure, or excitement. If a cat stares without blinking, it could be showing control, dominance, or aggression.

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 Lola see in the garden? What did Lola see in the grass?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is the strangest thing you've ever seen outside your house?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- On separate cards, write each *place* that Lola looked (*garden, tree, grass, ground*) and each *item* that she saw (*ladybug, chipmunk, snail, snake*). Then, match each *place* card to the corresponding *item* card.

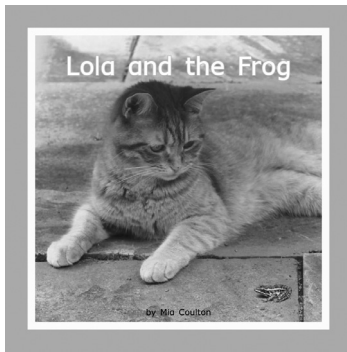
Rereading for fluency

- 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 students write and complete the following sentence: "*Lola is looking at 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; Finding and clapping multisyllabic words; Sequencing; Rereading.



Lola and the Frog

Level D / 50 words / fiction

High frequency words:

are, come, do, little, out, play, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the ground in front of Lola? Have you ever seen a frog? What do you know about frogs?"

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: *come, out, and play*.
- Have the children find the word that may be new to them: *wherever*. Discuss, then 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

Frogs and toads have many differences. Frogs have long, strong legs made for hopping. Toads have shorter legs and prefer to crawl or walk. Frogs have smooth, slimy, moist skin. Toads have thick, bumpy, dry skin. Frogs live on the ground or in trees. Toads only live on the ground. Most frogs have teeth, even though they do not chew their food. Toads do not have teeth.

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 does Lola find on the patio in her backyard? Where does the frog go to hide from Lola? What questions does Lola ask the frog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the frog wants to play with Lola? How can you tell?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have students find the word *frog*. Have the students list other words that end with the same *og* rime (*blog, dog, fog, hog, jog*).
- Point out and discuss the quotation marks and question marks throughout the text.

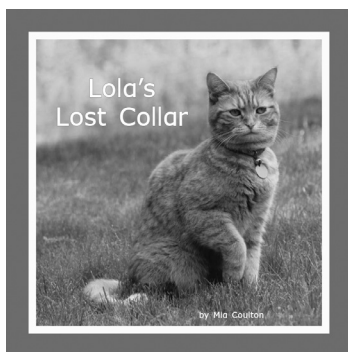
Rereading for fluency

- Have the children read the story again, either independently or with a partner.

Writing activity

- Have each student write the following sentences: "Where are you? Come play with me." 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.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing rhyming words with the *og* rime; Noticing punctuation (question marks and quotation marks); Rereading.



Lola's Lost Collar

Level E / 89 words / fiction

High frequency words:

goes, her, into, was, when, your

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at the front cover and find Lola's collar. Describe her collar? Why do you think Lola wears a collar?"

Look through all the pictures

- Using the language in the story, discuss each illustration 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: *collar, gone, heard, and wrong*. 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 decode 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, "What does Lola have on her collar? Where did Lola look for her collar? How did Lola get her collar back?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does Lola have a bell on her collar? How do you think Lola lost her collar? How do you think she felt when she got her collar back?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *grass* with the *gr* onset. Using magnetic letters, make other words with the same beginning sound (*grab, grip, groom, group*).
- Find and discuss the compound words: *outside, someone, and something*.
- Point out and discuss the quotation marks and question marks throughout the text.

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 the following sentence: "Where is my collar with a bell?" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Cats love to climb and explore. Breakaway collars have a safety buckle that unsnaps when pulled with force. If your cat's collar gets stuck on a fence or tree branch, the quick-release collar will unlatch, allowing your cat to safely get away.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *gr* onset; Noticing compound words; Noticing punctuation (quotation marks and question marks); Rereading.