

# Counting Frogs Around the Pond

Level A / 33 words / informational text

High frequency words:

*are, in, is, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you been to a pond? What kinds of animals live around a pond? What do you know about frogs?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture. Count the frogs in each picture.
- Help the children find the words *is* and *in*.
- Find the new word *croak*. Have the children locate this word by predicting how the word begins.

## 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, "Where do frogs live? What sound does a frog make? How many frogs are in the pond on page 12?" Encourage the use of language from the text. Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do frogs like to live in a pond? How do you think it feels to be a frog?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.

## 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

- Write the word *frog* on the board. Have the students draw a picture and write a sentence about a frog. Students can dictate to the teacher as needed. Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

Frogs don't often drink with their mouths.  
They absorb water, and oxygen, through their skin.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Introducing numbers and counting in text; Oral language development.



# The Zoo

Level A / 52 words / informational text

High frequency words:

*a, am, an, at, I, see, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to the zoo? What animals did you see when you were at the zoo?"

## Look through all the pictures

- Using the language in the story, discuss what animal you see in each picture.
- Introduce and find the new words: *bear, camels, elephant, giraffes, lion, rhinoceros, and tiger.*
- Help the children find and read the word *here*.
- Find the words *see* and *am*. Have students locate these words by predicting how the words begin.

## 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 are some animals the child telling the story saw at the zoo?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What are some other animals you would expect to see at the zoo?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.

## 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.

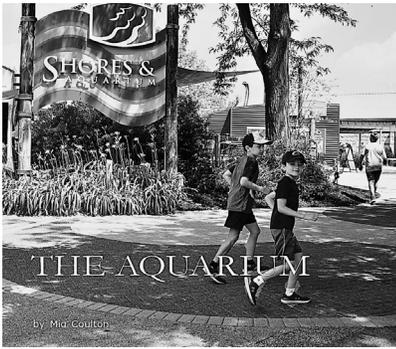
## Writing activity

- Have students name some zoo animals and write the names on the board. Have the students draw a picture of their favorite zoo animal and write a sentence about it. Students may dictate to the teacher as necessary.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

The United States has more than 350 zoos.  
The oldest is the Philadelphia Zoo in Pennsylvania,  
which opened in 1874.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Introducing new animal words; Oral language development; Introducing new words.



# The Aquarium

Level B / 52 words / informational text

High frequency words:

*are, on, the, to, we, want*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gone to an aquarium? What kinds of animals do you think you would see at an aquarium?"

## Look through all the pictures

- Find and discuss the word *aquarium*. Clap and count the syllables.
- Using the language in the story, discuss the animals introduced in each picture.
- Help the children find and read the words *we want* in the text.

## 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 Georgia Aquarium is the largest aquarium in the world. It has the most fish (more than 100,000) and the highest volume of water (more than six million gallons).

## 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. Say, "Name some aquarium animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think these animals live underwater? What do you think it would be like to live under the water? What would you need to be able to live under the water?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the animal words in the text: *manatee, octopus, stingray, sea star, seahorse, shark, and whale*. Clap and count the syllables.
- Notice and discuss the compound words *seahorse* and *stingray*.

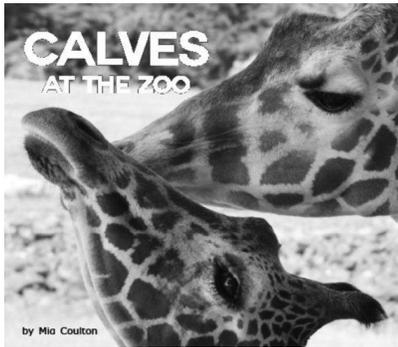
## Rereading for fluency

- 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 the students write and complete the following sentence: "We want to see the \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Introducing compound words.



# Calves at the Zoo

Level B / 33 words / informational text

High frequency words:

*and, see, the, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What animals can you think of whose offspring are called calves? Can you describe a time when you have seen or heard about a calf?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the animal words that may be new to them: *calves, camel, elephant, giraffe, and rhinoceros*. 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

Although most mammals give birth to their young, there are two mammals that do not. The *duck-billed platypus* and *echidna* both lay eggs.

## 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. Say, "Name some animals from this story that have calves." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other animals whose offspring are called calves? Why do babies stay close to their parents?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the plural noun *calves* in the text. Explain that *calves* is the plural form of the word *calf*, which is a noun that refers to the young of some mammals.

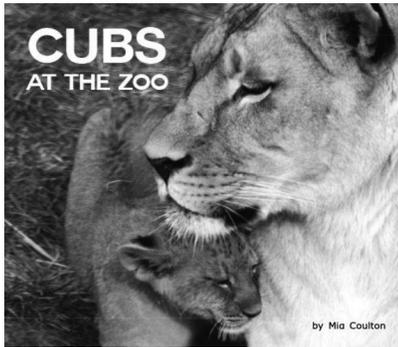
## Rereading for fluency

- 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 the students write and complete the following sentences: "*I am a baby* \_\_\_\_\_. *I am a calf.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Noticing plural nouns.



# Cubs at the Zoo

Level B / 30 words / informational text

High frequency words:

*a, am, I, red, the, we*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What animals can you think of whose offspring are called cubs? Can you describe a time when you have seen or heard about a cub?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the animal words that may be new to them: *panda, polar, and tiger*. Have them clap the two 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

**Tiger cubs, bear cubs, and lion cubs are born blind. Newborn cubs are entirely dependent on their mothers for food and protection.**

## 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. Say, "Name some animals from this story that have cubs." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other animals whose offspring are called cubs? What are some other baby animal names (*foal, kit, calf*)?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *lion, polar bear, red panda, and tiger*.
- Ask students to think of other words that sound like *am* (*ham, clam, ram, jam*).

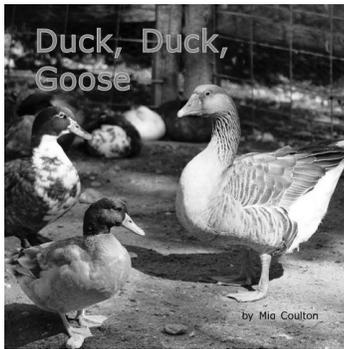
## Rereading for fluency

- 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 the students write and complete the following sentences: "*I am a baby \_\_\_\_\_ . I am a cub.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing new animal words; Practicing rhyming words that end with the *am* sound.



# Duck, Duck, Goose

Level B / 19 words / informational text

High frequency words:

*a, here, is*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you know about ducks? When and where have you seen a duck? What do you know about geese? When and where have you seen a goose?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word phrase *here is a*.

## 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 name the two farm animals that are in this book?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some similarities between ducks and geese? Can you think of some differences?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *duck* and *goose*.

## 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

- Write the words *duck* and *goose* on the board. Have the students write *Here is a \_\_\_\_\_*. and pick one of the words (*duck* or *goose*) to complete the sentence. 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

A male duck is called a *drake*,  
a female duck is called a *duck*, and a group of ducks  
is called a *raft*, a *team*, or a *paddling*.

A male goose is called a *gander*,  
a female goose is called a *dame*,  
and a group of geese is called a *gaggle*.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with their fingers, one to one; Introducing animal words; Rereading.



# The Farm

Level B / 56 words / informational text

High frequency words:

*a, am, at, I, look, me*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to a farm? What animals live on a farm?"

## Look through all the pictures

- Using the language in the story, discuss the animal in each picture and what the animal is saying.
- Help the children find and read the word *look* in the text.
- Help the children find the animal words in the text: *cat, cow, donkey, goat, horse, pig, rooster, and sheep.*

## 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

**Farm animals are domesticated. This means they are tame and kept by people as work animals, as a food source, or as pets.**

## 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, "Name one of the farm animals that is in the book. Find the page about that animal and read it aloud."
- **Inferential comprehension:** The answers are in your head. Ask students to name other animals, not in the book, that might live on a farm.

## Word work

- Have students locate the high-frequency words in the text and practice writing them.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen to each student and prompt for strategy use at difficulty.

## Writing activity

- Have students complete the following sentences, using the previously generated list of animals that might live on a farm: "Look at me. I am 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; Finding and clapping two-syllable words; Introducing animal words in text; Introducing the farm.



# Horse Colors

Level B / 23 words / informational text

High frequency words:

*and, is, this*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a horse up close? What colors are horses? Where do you usually see horses?"

## Look through all the pictures

- Using the language in the story, discuss the color of each horse in the book: *black, brown, gray, and white*.
- Find the known words *is* and *this*.
- Read the last page and explain to the children about the sound a horse makes. Have them run their finger under the word *Neigh* and notice the letter *N* and its sound.

## 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, "From the story, what colors can horses be?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Where do horses usually live? Could you have a horse as a pet in your home?"

## Word work

- Have students locate the high-frequency words *this*, *is* and *and* in the text and practice writing them.
- Ask students to find the color words in the text: *black, gray, white, and brown*.

## 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.

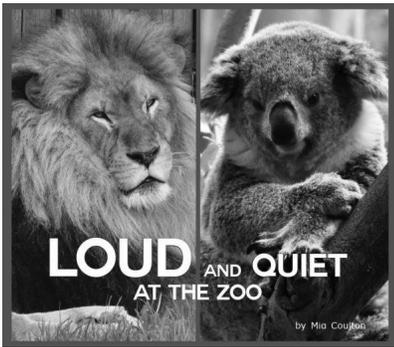
## Writing activity

- Write the word *horse* on the board. Using a color word, have students complete the sentence: "This horse is \_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Horses have strong legs that help them run fast and sleep standing up. Being able to sleep while standing helps horses stay safe from predators.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Introducing color words.



# Loud and Quiet at the Zoo

Level B / 33 words / informational text

High frequency words:

*is, the, too*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Can you describe a time where you heard an animal being loud? What about a time when an animal was being quiet?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the words that may be new to them: *aardvark, koala, and okapi*. Have the children 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

The blue whale is the loudest mammal on earth. The call of the blue whale can reach 188 decibels. In comparison, a lion's roar can reach 114 decibels, while a human's shout can only reach 70 decibels.

## 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. Say, "Name some loud animals from this story. Name some quiet animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think some animals are loud? Why do you think some animals are quiet? If you were an animal, would you be loud or quiet? Why?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *aardvark, ape, elephant, koala, lion, okapi, seal, and zebra*.
- Ask the children to find the pair of opposite words *loud-quiet* in the text. Opposites are also called *antonyms*.

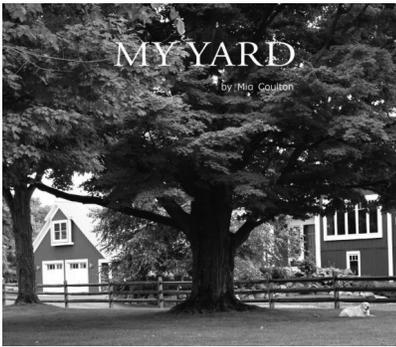
## Rereading for fluency

- 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 loud or quiet animal at the zoo. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Introducing antonyms.



# My Yard

Level B / 26 words / informational text

High frequency words:

*and, big, little, see*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "A yard is a piece of ground near a house or building. Is there a yard near your home? What kinds of things might you find in that yard?"

## Look through all the pictures

- Using the language in the story, discuss the animal in each picture. Connect the animals on each page to student experiences.
- Help the children find and clap the two-syllable words: *chipmunk, rabbit, raccoon, and little*.

## 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

Many yards and lawns contain some type or types of grass. Grass is an ancient and useful plant with over 10,000 different types, such as bluegrass, wheat, corn, oat, and bamboo.

## 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, "Name one of the yard animals from the book. Find the page about that animal and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "What other animals or items might you find in a yard?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask the children to find the pair of opposite words *big-little* in the text. Opposites are also called *antonyms*.

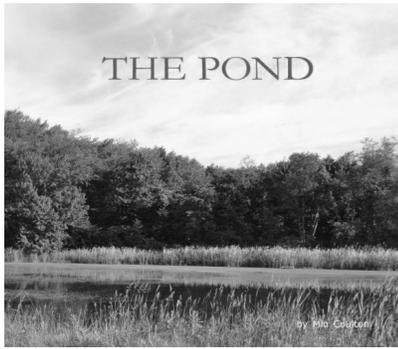
## Rereading for fluency

- 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

- Write the word *toad* on the board. Have the students write a sentence with the word *toad*. 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; Matching words with their fingers, one to one; Finding and clapping multisyllabic words; Introducing antonyms.



# The Pond

Level B / 48 words / informational text

High frequency words:

*a, around, in, live, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Are there any ponds near where you live? Have you been to a pond in a park or the woods? What animals did you see around the pond?"

## Look through all the pictures

- Using the language in the story, have the children find and name the animal on each page.
- Help the children find and read the phrase *around the pond*.

## 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

**A pond can form naturally or be man-made. There is wildlife living around or near ponds because many animals depend on them for food, shelter, and water.**

## 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 lives around the pond? What lives in the pond?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do birds, snakes, and frogs live around the pond?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the children find the words *around* and *turtle* in the story. Clap and count the syllables. Find other multisyllabic words in the story. Have them notice that *dragonfly* has three syllables.

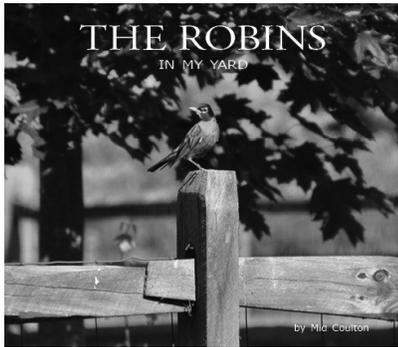
## Rereading for fluency

- 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

- Write the word *around* on the board. Have the children write a sentence about an animal that lives *around the pond*. Ask them to write a sentence about another animal that lives *in the pond*. Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with fingers, one to one; Introducing new animal words; Finding and clapping multisyllabic words.



# The Robins in My Yard

Level B / 30 words / informational text

High frequency words:

*a, are, in, is, on, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What type of animal is a robin? What do you know about birds? Where do they live? How do they travel? How are they born?"

## Look through all the pictures

- Using the language in the story, discuss what the robin is doing in each picture. Discuss the sequence the events happen in the story: *build a nest, lay eggs, eggs hatch, take care of baby birds.*
- Help the children find and learn the word *robin*.

## 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 American robin was named by European settlers who thought the bird looked similar to the smaller red-breasted robins of Europe. The two birds are not closely related and sing different songs.

## 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 is in the nest on page 11? Find page 11 and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "Robins are excellent builders. What materials do you think the robin used to build this nest?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.

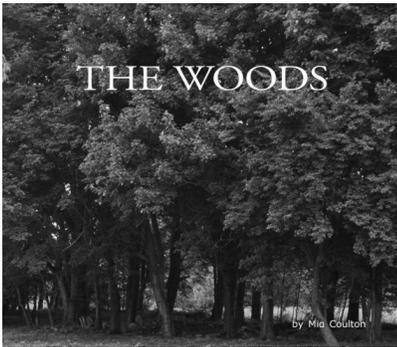
## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen to each student and prompt for strategy use at difficulty.

## Writing activity

- On the board, write the sentence: "*The robin is in the nest.*" Create a list of words that could be substituted for *robin* (*bird, egg, baby bird, ball*). Have the students rewrite the sentence by replacing *robin* with a word from the generated list. 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; Sequencing; Introducing new words; Matching words to print, one to one.



# The Woods

Level B / 32 words / informational text

High frequency words:

*a, are, here, in, the, too*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gone for a walk in the woods? Did you see any animals while you were walking in the woods?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students find the known words *here* and *are*. Have them locate the new word *running* by predicting how the word begins and how it ends. Clap the two 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

Woods are areas of land covered with trees, an important source of clean air. One large tree can provide a day's worth of oxygen for up to four people.

## 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. Say, "Name some woodland animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the animals are running? What kinds of homes do you think the animals make in the woods?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *coyote, deer, rabbit, raccoon, squirrel, and turkeys*.
- Have students name other words with the *-ing* ending (*hopping, flying, swimming, climbing*).

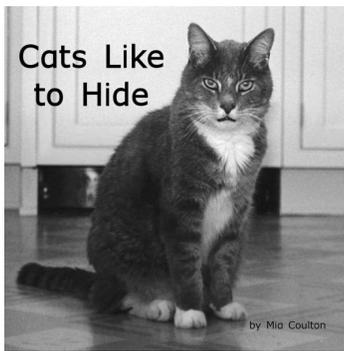
## Rereading for fluency

- 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

- Discuss what you might expect to see when walking in the woods. Have students write a sentence about an animal in the woods. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing the *-ing* ending; Introducing new animal words.



# Cats Like to Hide

Level C / 36 words / informational text

High frequency words:

*in, is, like, on, this, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Do you have a cat? What do cats like to do?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture. Make comments such as, "This cat likes to hide. This cat lives in a house."
- Help the children find the word *this*.
- Help the children find the words that may be new to them: *lives, hide, and under*. Have the children locate these words by predicting how the word begins or ends.

## 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, "Where do cats like to live? Where do they like to hide?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Do you know any other places a cat may like to hide? Why do you think cats like to hide?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Practice writing the word *this*. Ask students to write other words that start with the *th* sound.

## 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.

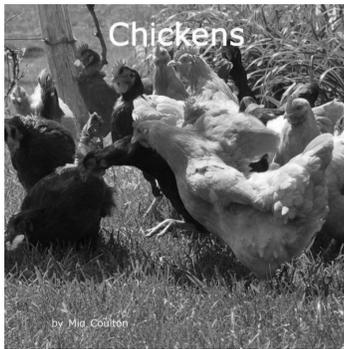
## Writing activity

- Have students write these sentences: "*This is a cat. This cat can hide.*" 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

Although cats like to drink milk, it's not the best food for them. Milk doesn't contain all of the nutrients cats need to be healthy.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the *th* sound.



# Chickens

Level C / 39 words / informational text

High frequency words:  
*and, at, come, look, run*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a chicken or a rooster? What do you know about chickens and roosters? What sounds do chickens and roosters make?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Find the known words *come* and *look*.
- Find the words "*cluck*" and "*cock-a-doodle-doo*" by practicing how the words begin or end. Explain the quotation marks around 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.

## After reading

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

### FUN FACT

Chickens can only fly for short distances. The longest recorded flight by a chicken was 13 seconds long.

- **Literal comprehension:** The answers are in the text. Ask, "Can you find a page that tells what chickens say? What does the story tell you about chickens?"
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think chickens eat? Where do chickens and roosters live?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the new word *run* and practice writing it. Help the children read and write rhyming words for *run* (*sun, bun, and fun*).
- Help the children find the talking marks (quotation marks) in the story. Practice reading what is in the quotation marks.
- Find the action words (verbs) in the story: *cluck, come, eat, run, and walk*.

## 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 the point of difficulty.

## Writing activity

- Write the word *chicken* on the board. Have the students write and complete the sentence: "*Chickens like to \_\_\_\_\_.*" 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; Practicing rhyming words that end with *-un*; Noticing punctuation (quotation marks); Introducing action words (verbs).



# Cows

Level C / 37 words / informational text

High frequency words:

*and, are, can, fast, her, is, run, this*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a cow? What do you know about cows?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture. Help students find the word *this*.
- Find the known words *fast* and *baby*.
- Find the new word *calf* on page 10. Explain that a calf is a baby cow.

## 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 spend most of their day eating up to 80 pounds of hay or grass. They also like occasional treats, like a cut up apple or a slice of brown bread.**

## 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 does a cow eat? What sound does a cow make? What is a baby cow called?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else do you think cows eat? Where do you think cows live?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Look for words ending in *-ing*: *eating, resting, and running*. Notice that these words are made up of the base word and the *-ing* ending.

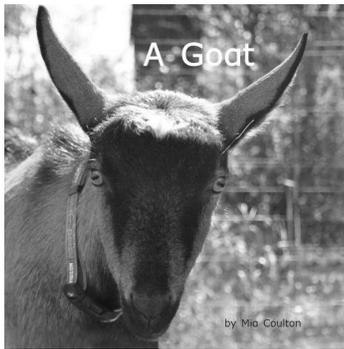
## Rereading for fluency

- 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 children write a sentence and draw a picture about what a cow likes to eat.
- Encourage independent attempts to spell words correctly and the use of proper punctuation.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing base words and the *-ing* ending.



# A Goat

Level C / 42 words / informational text

High frequency words:

*can, do, go, here, jump, not, off, on, play*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a goat up close? What do you know about goats? Where do goats live and what do they eat?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find and learn the high-frequency words *can* and *jump*.
- Have the children find the words that may be new to them: *seesaw, table, and behind*.

## 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 are some things a goat can do?" Encourage the use of language from the text. Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Is a goat a better pet for a house or for a farm? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words in the text: *behind, flowers, and table*.
- Create a list of the things a goat can do from the story: *eat, jump, kick, and play*. Have the students read the pages that support their answers.

## 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.

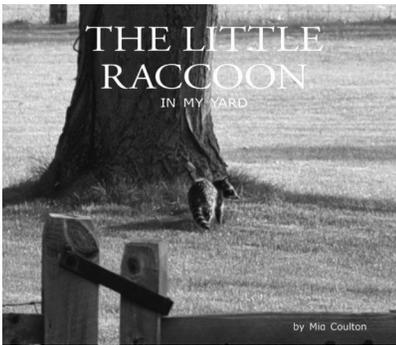
## Writing activity

- Have the children write their own sentence about what a goat can do: "A goat can \_\_\_\_\_." 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

The idea that goats will eat anything is a myth. They are actually picky eaters, but like to chew on an unfamiliar item to learn more about it.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Finding and clapping two-syllable words; Introducing action words.



# The Little Raccoon in My Yard

Level C / 28 words / informational

High frequency words:

*at, in, is, it, little, look, my, run*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you know about raccoons? Are raccoons pets or wild animals? Have you ever seen a raccoon?"

## Look through all the pictures

- Using the language in the story, discuss what the little raccoon is doing in each photograph.
- Have the children find the words that may be new to them: *raccoon, climb, and yard*. 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.
- **Literal comprehension:** The answers are in the text. Ask, "The little raccoon can hide and run. What else can it do?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the little raccoon got into the trash? Where do you think the little raccoon goes at nighttime?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Discuss all of the things the raccoon likes to do in the story: *climb, hide, and run*.

## 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 sentence: "*The little raccoon likes to \_\_\_\_\_.*" 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

**Raccoons have an advanced sense of touch. Their sensitive front paws are very quick and dexterous and can manipulate objects, including latches, doorknobs, and jar lids.**

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing action words; inding and clapping two-syllable words.



# Stripes at the Zoo

Level C / 46 words / informational text

High frequency words:

*my, on, said, we*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a striped animal? Where?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students find the *said*. Point out and discuss the quotation marks throughout the story.

## 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

A zebra's stripes are more than just *camouflage* from predators and biting insects. The stripes may also help to control the zebra's body temperature by generating small-scale breezes over the zebra's body when light and dark stripes heat up at different rates.

- **Literal comprehension:** The answers are in the text. Say, "Name some striped animals from this story." Have the children read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think that some animals have stripes? Why do you think that some animals have stripes all over their entire bodies while others only have stripes on their tails? What other animals can you think of that have stripes?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *cheetah, okapi, panda, tiger, and zebras*. Clap and count the syllables.
- Notice and discuss the plural nouns *stripes* and *zebras*.
- Have the students find the rhyming words *red* and *said*.

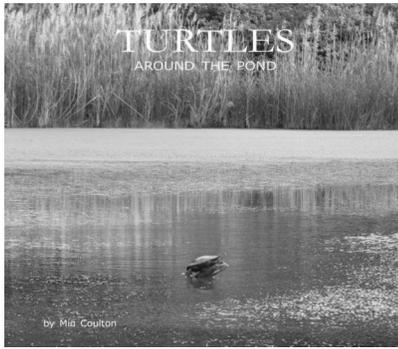
## Rereading for fluency

- 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

- Review the different animals with stripes at the zoo. Have students write a sentence about a striped animal. Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Introducing new animals words; Noticing punctuation (quotation marks); Finding and clapping multisyllabic words; Introducing plural nouns; Noticing rhyming words.



# Turtles Around the Pond

Level C / 59 words / informational text

High frequency words:

*here, in, is, its, like, on, sit, the, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a turtle? What do you know about turtles? Where do turtles live?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Find the known words *here* and *like*.
- Find the new words: *walking*, *sitting*, and *hiding*. Have the children locate these words by predicting how the words begin or end. 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

Painted turtles can live up to 40 years.

- **Literal comprehension:** The answers are in the text. Ask, "Where do turtles like to sit on sunny days? What else do turtles do?" Encourage the use of language from the text. Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does a turtle hide in its shell? How does the shell protect the turtle?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the words that end in *-ing*: *hiding*, *walking*, and *sitting*. Have the children frame the *-ing* ending on these words with their fingers.
- Find the word *shell* on page 1. Explain that the *sh* letter combination makes one sound. Using magnetic letters, help students create new words that begin with the *sh* sound (*shell*, *shoe*, and *shop*).

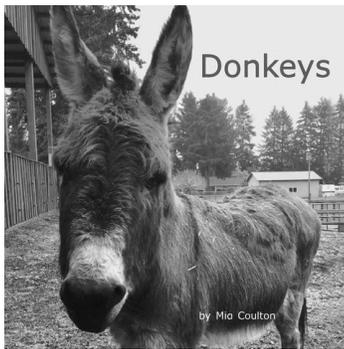
## Rereading for fluency

- 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

- Write the word *turtles* on the board. Have the children draw a picture and write a sentence about what turtles like to do: "*Turtles like to \_\_\_\_\_.*"
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Rereading; Finding and clapping two-syllable words; Practicing words beginning with the *sh* sound; Introducing words with the *-ing* ending.



# Donkeys

Level D / 61 words / informational text

High frequency words:

*and, away, big, has, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the cover? Where have you seen donkeys? What do you know about donkeys?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *along, another, and hee-haw.*
- Help the children find the high-frequency words: *and, away, big, has, and with.*

## 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, "What do donkeys like to eat? Which is bigger, a donkey or a horse?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think donkeys need to be able to hear things from far away? Why do you think donkeys prefer to not be alone? Do you prefer to be alone or with other people? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *ear* and *hear*. Using magnetic letters, make other words with the same sound and pattern (*clear, dear, fear, gear, near, rear, smear, tear, year*).
- Ask children to find the pair of opposite words in the text: *big-small*. Opposites are also called *antonyms*.

## 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.

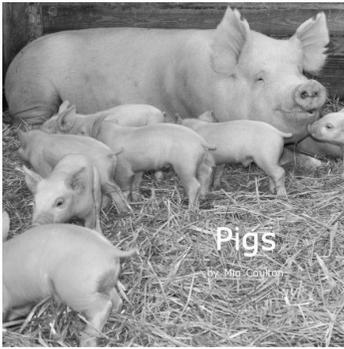
## Writing activity

- Have each student write and complete the following sentences: "*Here is a donkey on the farm. Donkeys like to \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

**Donkeys do not like to be alone and are highly social animals. Not only do they like to be around other donkeys, they can also be friends with horses, sheep, goats, and other small barnyard critters.**

**Teaching Points:** Introducing new words; Practicing rhyming words; Introducing antonyms; Rereading.



# Pigs

Level D / 77 words / informational

High frequency words:

*and, are, at, big, come, look, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What do you know about pigs? Have you ever seen a pig?"

## 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: *are, come, and with.*
- Have the children find the words that may be new to them: *piglets, cool, muddy, snout, and roll.*
- Find the words ending in *-ing*: *eating and sleeping.*

## 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

**Pigs snuggle close to one another and prefer to sleep nose to nose. They dream, much as humans do. In their natural surroundings, pigs spend hours playing, sunbathing, and exploring.**

## 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 do pigs like to do? What are baby pigs called? Why do pigs roll in the mud?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would it be like to have a pig?"

## 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 in the text: *baby, muddy, eating, sleeping, and piglets.*
- Point out that the 's in *pig's* on page 6 means possession, showing that the nose belongs to the pig.

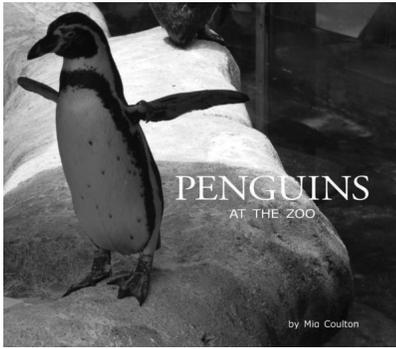
## Rereading for fluency

- 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 sentence: "*Pigs like to \_\_\_\_\_.*" 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; Introducing possessive words with the 's ending; Introducing words with the -ing ending; Rereading; Finding and clapping two-syllable words.



# Penguins at the Zoo

Level E / 84 words / informational

High frequency words:

*are, but, do, good, have, help, when*

## Before reading

- Look at the cover and read the title.
- Call attention to informational text features within the book (bolded words, glossary).
- Possible discussion questions: "What do you know about penguins? Have you ever seen a penguin? If so, where?"

## 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: *penguin, waddle, and webbed*. 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.

### FUN FACT

The Emperor Penguin is the tallest of all penguin species, reaching almost four feet in height.  
Little Blue Penguins are the smallest type of penguin, averaging around one foot in height.

## 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 do penguins have long beaks? Why are penguins good swimmers? Penguins are birds, but can they fly?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a penguin has feathers that are black and white? Do you think a penguin would be a good runner? 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 /ee/ phoneme: *steer, teeth, and feet*. Using magnetic letters, make other words with same pattern (*meet, beep, need*).
- Notice and discuss the plural nouns: *birds, wings, and penguins*.

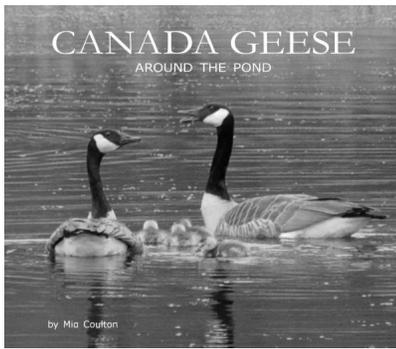
## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.

## Writing activity

- Have each student write and complete the following sentences: "*Penguins have \_\_\_\_\_ to help them \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Finding and clapping two-syllable words; Practicing the /ee/ phoneme; Noticing plural nouns; Rereading.



# Canada Geese Around the Pond

Level F / 113 words / informational

High frequency words:

*are, come, eat, that, they*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen Canada Geese? What do you know about Canada Geese?"

## 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: *Canada, goslings, and learn*. 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 do Canada Geese do around the pond? Where do the geese go in the winter?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Canada Geese goslings look different from Canada Geese adults? What are some ways that a father goose could protect the nest and the goslings?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *gr* blend: *grass* and *gray*. Using magnetic letters, make other words with the same sound and pattern (*green, grow, grip*).
- Find and practice the words with the *CVCe* pattern: *nine, safe, and like*.
- Find and discuss the plural nouns: *goslings, eggs, plants, ponds, and weeks*.

## 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.

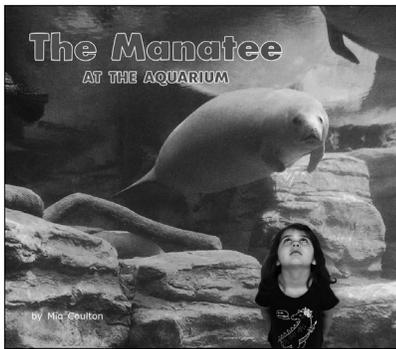
## Writing activity

- Have each student write and complete the following sentence: "*Canada Geese like to \_\_\_\_\_ around the pond.*" Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

Canada geese fly in a V-shape because it is more efficient. Each goose's flapping gives lift to the birds behind it. The V-shape also makes it easier for the geese to communicate with each other and maintain visual contact.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the *gr* blend; Noticing plural nouns; Practicing words with the *CVCe* pattern; Rereading.



# The Manatee at the Aquarium

Level F / 68 words / informational

High frequency words:

*because, has, its*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: “What is happening in the cover picture? What is the little girl doing? Have you ever seen a manatee? What do you know about manatees?”

## 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: *aquarium, lettuce, snout, and whiskers*. 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.

### FUN FACT

**Manatees have a shorter neck than other mammals. They only have six neck vertebrae, while most other mammals have seven. They can nod up and down, but cannot move their heads side to side. To see behind them they must turn their entire body around!**

## 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 a manatee like to eat? What do manatees have at the end of their flippers? What do manatees have on their snouts?” Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, “What do you think it would be like if you had to live your life under the water like a manatee? How would you eat? Where would you sleep? Do you think you would enjoy it? 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 word *flat* with the *fl* onset. Using magnetic letters, make other words with the same sound and pattern (*flake, flap, flea, flop, flow, fly*).

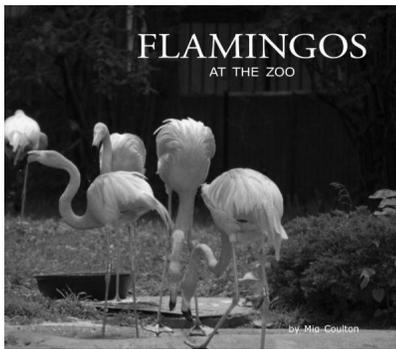
## Rereading for fluency

- 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 sentences: “I like the manatee because it \_\_\_\_\_.” Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *fl* onset; Rereading.



# Flamingos at the Zoo

Level G / 122 words / informational

High frequency words:

*be, eat, from, has, its, or, their, they, under*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen flamingos? What do you know about flamingos?"

## 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: *covered, curved, honk, and stilts*. 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, "Why are flamingos pink? Why does a flamingo have a curved beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think flamingos stand on one leg? Why do you think flamingos have long necks and legs? Why do you think flamingos like to be with other flamingos?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns: *wings, stilts, legs, flamingos, feathers, and birds*. Change the following words into plural nouns: *beak, body, and noise*.
- Find and discuss the rhyming pairs: *not-lot* and *that-at*.
- Find and discuss the words with the /nk/ blend: *pink, honk, and drinking*.
- Find and discuss the words with the /oo/ phoneme: *zoo, scooping, and food*.

## 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.

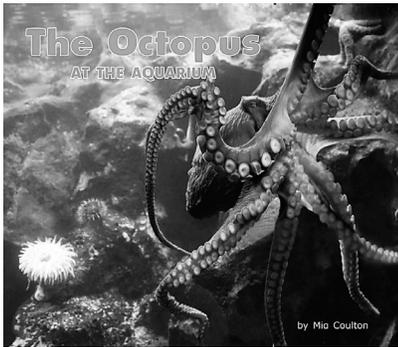
## Writing activity

- At the zoo, there are signs describing each animal on display. Have each student design a zoo sign for the flamingo exhibit, including facts and pictures.

### FUN FACT

The word *flamingo* comes from the Spanish word *flamenco*, which came from the earlier Latin word *flamma*, meaning flame or fire.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /nk/ blend; Practicing the /oo/ phoneme; Noticing rhyming words; Practicing plural nouns; Rereading.



# The Octopus at the Aquarium

Level G / 97 words / informational

High frequency words:

*eight, has, its, their, they*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen an octopus? What do you know about octopuses?"

## 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: *aquarium, clever, octopus, octopuses, and squeeze*. 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.

### FUN FACT

In 2016, *Inky*, an octopus in an aquarium in New Zealand, escaped from his enclosure after the lid of his tank was left ajar. *Inky* made his way across the floor, slithered down the inside of an 150-foot drainpipe, and disappeared into the ocean.

- **Literal comprehension:** The answers are in the text. Ask, "What does an octopus look like? How does an octopus hide?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for an octopus to be able to change the shape, texture, and color of its skin? What would you do if you could change the shape, texture, and color of your skin?"

## 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 /ck/ blend: *pick* and *rock*.
- Find and practice the words with the CVCe pattern: *hide, like, pipe, and shape*.
- Point out and discuss the words *its* and *it's*. Explain that *its* is a possessive form of the pronoun *it*, meaning *belonging to it*, and *it's* is a contraction that means *it is* or *it has*.

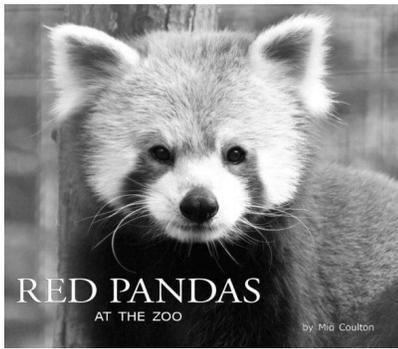
## Rereading for fluency

- 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 sentences: "*The octopus is very clever. It can \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /ck/ sound; Practicing words with the CVCe pattern; Noticing the difference between *its* and *it's*; Rereading.



# 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.

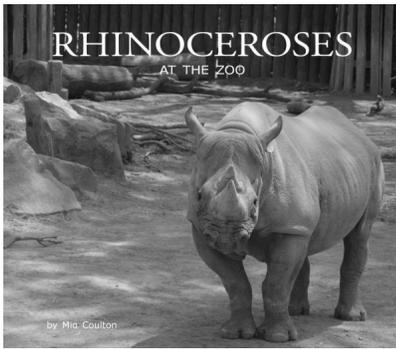
## Writing activity

- 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.



# Rhinoceroses at the Zoo

Level G / 124 words / informational

High frequency words:

*have, its, of, their, they, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a rhinoceros? What do you know about rhinoceroses?"

## 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: *eyesight*, *carrying*, and *weight*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *eyesight* is a compound word.

## 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.

### FUN FACT

A male rhinoceros is called a **bull**, a female is a **cow**, and a young rhino is a **calf**.  
A group of rhinoceroses is called a **crash**.

## 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 are rhinos good at picking up things with their mouths? Where does a rhino have hair?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for a rhino to have good hearing and well-developed sense of smell? Why do you think rhinos have horns?"

## 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: *carrying*, *sleeping*, and *wrapping*.
- Find and discuss the plural nouns: *ears*, *legs*, *rhinos*, *toes*, and *horns*.
- Find and discuss the words with the */ea/* vowel pattern: *each* and *ears*.

## 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: "Rhinos have \_\_\_\_\_ horns on their head." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing compound words; Practicing the */ea/* sound; Practicing words with the *-ing* suffix; Practicing plural nouns; Rereading.



# Seahorses at the Aquarium

Level G / 132 words / informational

High frequency words:

*around, eat, has, its, long, very*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a seahorse? What do you know about seahorses?"

## 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: *aquarium, curly, and seahorse*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *seahorse* is a compound word.

## 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, "What is the shape of a seahorse's head? How fast does a seahorse swim? Why?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why would it be helpful to look in two directions at the same time? What would you do if you could look in two different directions at the same time?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *snout* with the /ou/ vowel sound. Using magnetic letters, create other words with the same vowel sound (*about, out, pout, spout*).
- Help the students locate the words with the -ing suffix: *hanging, holding, moving, and swimming*.
- Point out the apostrophe in the word *horse'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: "A seahorse has a \_\_\_\_\_ so it can \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

In Greek Mythology, hippocamps, also known as seahorses, were the fish-tailed horses of the sea. These creatures had the head of a horse and the tail of a fish. Poseidon, the Greek god of the sea, traveled in a chariot drawn by fierce seahorses.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing compound words; Practicing the /ou/ vowel sound; Practicing words with the -ing suffix; Introducing possessive words with the 's ending; Rereading.



# Sharks at the Aquarium

Level G / 117 words / informational

High frequency words:

*because, every, found, going, has, its, many, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a shark? What do you know about sharks?"

## 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: *aquarium, breathes, quickly, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Explain that *yikes* is an exclamation expressing shock and alarm.

## 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.

### FUN FACT

Shark skin feels just like sandpaper.  
Instead of flat and rough scales like a fish, shark scales are smooth and teeth-like.  
These scales point towards the tail, which reduces friction and helps the shark to swim very fast.

## 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 do sharks always look like they are staring? What happens when a shark loses a tooth?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for sharks to have rows and rows of teeth? What would you do if you had lots and lots of teeth?"

## 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: *fishing, losing, staring, and swimming*.
- Point out the apostrophe in the word *shark's*. Explain that the 's means possession.
- Find and discuss the plural nouns: *pups, sharks, rows, and teeth*.

## 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: "*Sharks use their \_\_\_\_\_ to \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Noticing exclamation words; Practicing words with the *-ing* suffix; Introducing possessive words with the 's ending; Practicing plural nouns; Rereading.



# Autumn in the Woods

Level H / 155 words / informational

High frequency words:

*around, brown, fly, over, under, many*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What types of things do you see, smell, and hear in autumn? What do you want to learn about autumn in the woods?"
- Fill in the first two columns of a KWL chart on autumn. Fill in the K section with what students already KNOW about autumn and fill in the W section with WHAT they would like to learn about autumn.

## 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: *nearby, signs, woolly, and ready*. 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 signs of autumn did Danny and Bee see in the woods? What did you learn while reading about autumn?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What activities do you do in autumn? What does autumn look like where you live? How do you get ready for winter?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words around and *ground*. Create more words with the same *-ound* ending (*sound, found, pound, mound, round*).
- Find and discuss the plural nouns in the text. Make the following nouns into plural nouns: *leaf, mouse, and acorn*.

## 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.

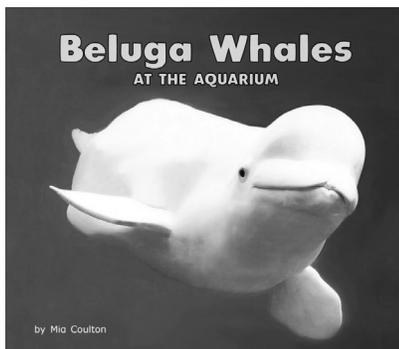
## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about autumn in the woods after reading this book. Have students share what they've learned with each other.

### FUN FACT

The Autumn Equinox is one of two days a year when the Earth receives exactly 12 hours of light and 12 hours of darkness. *Equinox* is a Latin word meaning *equal night*.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing rhyming words with the *-ound* ending; Practicing plural nouns; Rereading.



# Beluga Whales at the Aquarium

Level H / 135 words / informational

High frequency words:

*all, be, made, their, they, white*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs, labeled illustration.
- Possible discussion questions: "Where have you seen a beluga whale? What do you know about belugas? What do you want to know about belugas?"
- Fill in the first two columns of a KWL chart on beluga whales. Fill in the K section with what students already KNOW about belugas and fill in the W section with WHAT they would like to learn about belugas.

## 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: *beluga, blowhole, blubber, breathe, and melon*. Notice that *blowhole* is a compound word.

## 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 beluga whale's melon? How does a beluga whale breathe?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a beluga whale makes so many different sounds? Why do you think beluga whales like to be with other beluga whales?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *beluga's*. Explain that the 's means possession.
- Find and discuss the word *noise* with the /oi/ digraph. Make other words that sound the same (*coin, foil, point*).

## 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

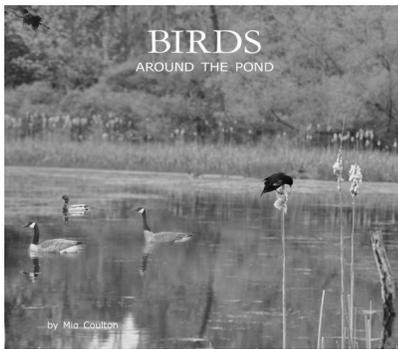
- Have each student complete the L section of the KWL chart with what they have LEARNED about beluga whales after reading this book. Have them share what they've learned with each other.

### FUN FACT

Beluga whales are nicknamed *sea canaries* because they are extremely vocal.

Belugas make many different sounds, including: whistles, clicks, mews, bleats, chirps, and bell tones.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Introducing possessive words with the 's ending; Practicing the /oi/ digraph; Rereading.



# Birds Around the Pond

Level H / 105 words / informational

High frequency words:

*around, live, over, they*

## 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: "What types of birds have you seen outside? What types of birds have you seen around a pond?"

## 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: *hawk, heron, Mallard, red-shouldered, and red-winged*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice and discuss the hyphenated 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

A bird's eye takes up about 50 percent of its head;  
our eyes take up about five percent of our head.

To be comparable to a bird's eyes,  
our eyes would have to be the size of baseballs.

## 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 types of birds live around the pond? Which birds were swimming in the pond?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is the pond a good habitat for these birds? Would you like to live around the pond?"

## 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: *flying, sitting, and swimming*.
- Find and discuss the compound words: *blackbird* and *cattail*.
- Point out the apostrophe in the word *bird'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 create a web diagram graphic organizer for birds around the pond. 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; Noticing hyphenated words; Practicing words with the *-ing* suffix; Noticing compound words; Introducing possessive words with the 's ending; Rereading; Introducing the web diagram graphic organizer.



# Giraffes at the Zoo

Level H / 124 words / informational

High frequency words:

*around, long, their, very*

## 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 giraffe? What do you know about giraffes?"

## 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: *calf, animal, tongues, whistle, and wraps*. 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.

### FUN FACT

A male giraffe is called a **bull**, a female giraffe is a **cow**, and a young giraffe is a **calf**.  
A group of giraffes is called a **journey**.

- **Literal comprehension:** The answers are in the text. Ask, "What was the main idea of what you read? What were the supporting details that told you more about the main idea?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to know about giraffes? If you had a long neck like a giraffe, how would it change the way you eat? What would you build so that you could feed a giraffe?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *too-zoo, around-ground, and front-grunt*.
- Find and discuss the plural nouns: *giraffes, legs, necks, tails, tongues, and trees*.
- Find and discuss the word *tail* with the /ai/ vowel pattern. Create more words with this pattern (*snail, bait, train, paid, and chain*).

## 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 giraffes. 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; Noticing rhyming words; Practicing plural nouns; Practicing the /ai/ sound; Rereading; Introducing the web diagram graphic organizer.



# Jellies at the Aquarium

Level H / 154 words / informational

High frequency words:

*many, they, together*

## 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 jellies? What do you know about jellies?"

## 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: *aquarium, tentacles, umbrella, and water*. 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, "How do jellies move through the water? What are some other words for groups of jellies?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do some jellies have stingers with poison? Why do you think jellies come in so many different sizes and colors? Describe how you would look if you were a jelly."

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *swarm* with the *sw* onset. Make other words that sound the same (*swat, sway, swim*).
- Find and discuss the word *smack* with the *ack* rime. Make other words that sound the same (*back, hack, tack*).

## Rereading for fluency

- Have the child(ren) read the text again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

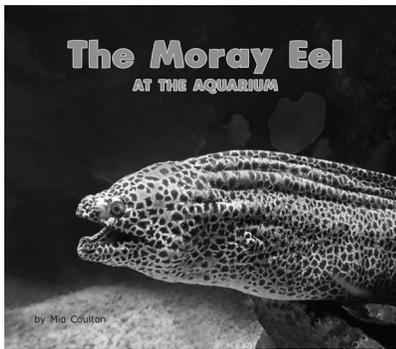
## Writing activity

- Have each student create a web diagram graphic organizer for jellies. 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.

### FUN FACT

The *lion's mane jellyfish*, also called the *hair jelly*, is the biggest jelly in the world. It gets its name from its long, dangling tentacles that resemble a lion's mane. It can have tentacles that are over 120 feet long - that is longer than a blue whale. The largest known lion's mane jelly was found in 1870 off the coast of Massachusetts.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing the *sw* onset; Practicing the *ack* rime; Rereading; Introducing the web diagram graphic organizer.



# The Moray Eel at the Aquarium

Level H / 127 words / informational

High frequency words:

*all, long, many*

## 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 moray eel? What do you know about moray eels?"

## 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: *aquarium, breathes, gills, and prey*. 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

Eels are slimy. Morays, like other eels, secrete a thin, clear layer of mucus that covers their skin. This slippery layer helps them glide through the water and protects their skin from sharp coral and rocks. The phrase *slippery as an eel* is often used to describe someone who is devious or elusive.

## 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 does a moray eel breathe? Describe some of the moray eel's physical features." Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do moray eels come in different colors and patterns? Why do you think a moray eel is shaped the way that it is?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns: *colors, fins, rows, and teeth*.
- Find and discuss the words with the /ee/ vowel pattern: *eel, green, teeth*. Using magnetic letters, create more words with this pattern (*beet, cheek, deer, feet, sheep, week*).

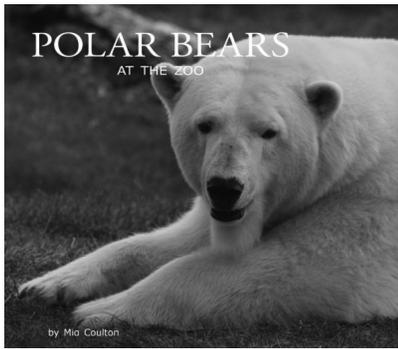
## Rereading for fluency

- Have the child(ren) read the text again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- At the aquarium, there are signs describing each animal on display. Have each student design a zoo sign for the moray eel exhibit, including facts, labels, and pictures.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing plural nouns; Practicing the /ee/ vowel sound; Rereading.



# Polar Bears at the Zoo

Level H / 141 words / informational

High frequency words:

*from, has, its, small, very, warm, was*

## 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 polar bear? What do you know about polar bears? What would you like to know about polar bears?"
- Fill in the first two columns of a KWL chart on polar bears. Fill in the K section with what students already KNOW about polar bears and fill in the W section with WHAT they would like to learn about polar bears.

## 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: *absorbs, footpads, underneath, and Velcro*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *footpads* is a compound word.

## 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.

### FUN FACT

An adult male polar bear can weigh between 775 and 1,200 pounds (the same as the total weight of five to seven men). That same cub weighed only one pound when he was born.

- 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 did you find interesting about polar bears? Why?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think polar bears feel about the warm seasons at the zoo? What else would you like to know about polar bears?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *paw* with the /aw/ vowel pattern. Create other words with the same pattern (*saw, flaw, thaw, gnaw, and raw*).

## 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 polar bears after reading this book. Have them share what they've learned with each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Practicing the /aw/ sound; Rereading.



# Spring in the Woods

Level H / 146 words / informational

High frequency words:

*always, around, full, new, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What does spring look like where you live? How does spring make you feel?"

## 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: *black-capped, chickadee, exciting, observe, red-bellied, salamander, and wildflowers*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *wildflowers* is a compound word.

## 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

The first day of spring is called the Vernal Equinox. On the first day of spring, the sunrise and sunset are about 12 hours apart everywhere on earth.

## 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 types of animals did Danny and Bee see in the woods? What did you learn about spring in the woods?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are your favorite things about spring? What are some activities you like to do in the spring?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *spring-thing*. Using magnetic letters, create other words with the same ending (*ring, bring, sing, wing, and fling*).
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is* or *it has*.

## 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 spring in the woods. 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; Noticing compound words; Practicing rhyming words; Noticing apostrophes in contractions; Rereading; Introducing the web diagram graphic organizer.



# Summer in the Woods

Level H / 150 words / informational

High frequency words:

*around, fly, many, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What do you know about summer? What would you like to know about summer in the woods?"
- Fill in the first two columns of a KWL chart on summer. Fill in the K section with what students already KNOW about summer and fill in the W section with WHAT they would like to learn about summer in the woods.

## 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: *bumblebee, chirp, dragonfly, and grasshopper*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *dragonfly* and *grasshopper* 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.
- 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 did you learn about summer in the woods?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does summer look like where you live? Why do you think insects are more active in the summer?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns in the text. Change the following words into plural nouns: *ant, bee, edge, leaf, and grasshopper*.

## 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.

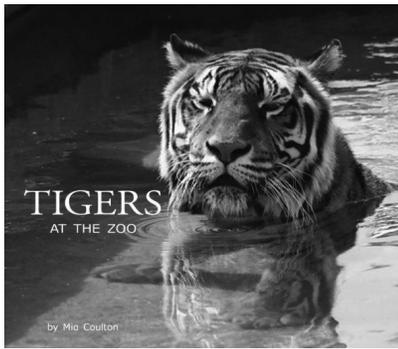
## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about summer in the woods after reading this book. Have them share what they've learned with each other.

### FUN FACT

The *dog days of summer* are July 3 to August 11 and are named for the Dog Star in the Canis Major constellation.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Noticing insect words (an example of specific diction); Practicing plural nouns; Rereading.



# Tigers at the Zoo

Level H / 103 words / informational

High frequency words:

*be, their, they, very*

## 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 tiger? What do you know about tigers?"

## 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: *catnap*, *bright*, *people*, and *relaxing*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *catnap* is a compound word.

## 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

Tigers are the largest cat species in the world and the third-largest carnivore on land-- only polar and brown bears are larger.

## 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 did you learn about tigers while you were reading? Were there any text features that helped you better understand your reading?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How would you move so that you don't make any noise? How is a tiger like a pet cat? How are they different?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *tiger's*. Explain that the 's means possession.
- Find and discuss the rhyming words *night* and *bright*. Create more words with the *-ight* ending (*flight*, *sight*, *right*, *fight*, and *light*).

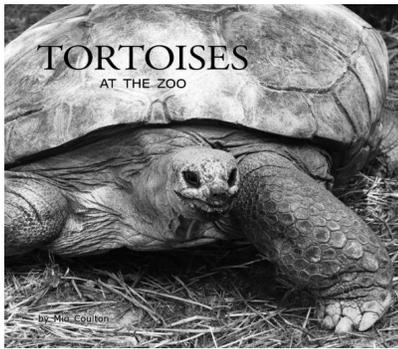
## Rereading for fluency

- 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 tigers. 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; Noticing compound words; Introducing possessive words with the 's ending; Practicing words with the *-ight* ending; Rereading; Introducing the web diagram graphic organizer.



# 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.

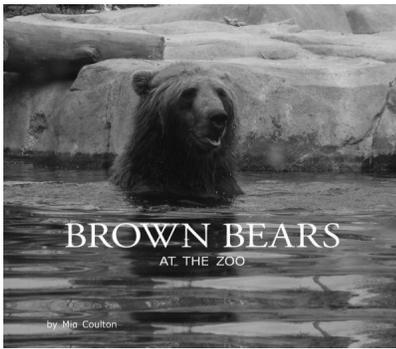
## Writing activity

- 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.



# Brown Bears at the Zoo

Level I / 149 words / informational

High frequency words:

*both, brown, long, use, very*

## 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 brown bear? What do you know about brown bears?"

## 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: *weigh, balance, grizzly, and omnivores*. 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 did you learn about brown bears while you were reading? Were there any text features that helped you better understand your reading?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think brown bears enjoy the water? What else would you like to know about brown bears?"

## 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: *digging, swimming, and walking*.
- Find and discuss the words with the *cl* onset: *claws* and *climb*.
- Find and discuss the word *brown* with the *own* rime. Create other words with the same ending sound (*clown, crown, down, and gown*).

## 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.

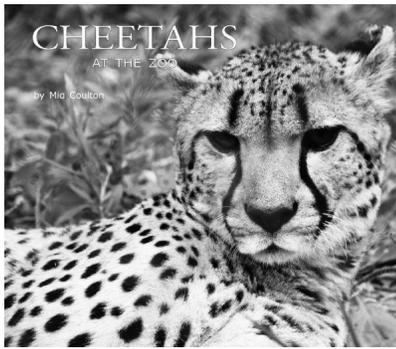
## Writing activity

- Have each student create a web diagram graphic organizer for brown bears. 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.

### FUN FACT

**Brown bears are omnivores. They'll eat deer, fish, small mammals, berries, birdseed, honey, nuts, and plants. They'll even eat your garbage if you let them, but you should never feed a bear.**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Practicing words with the *-ing* suffix; Practicing the *cl* onset; Practicing the *own* rime; Rereading; Introducing the web diagram graphic organizer.



# 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.

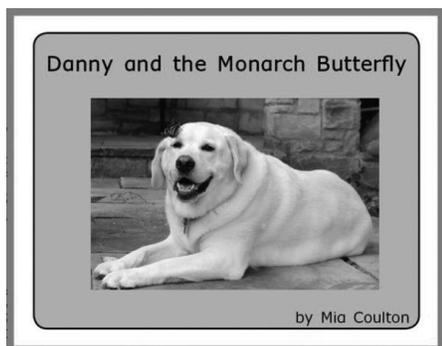
## Writing activity

- 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 the Monarch Butterfly

Level I / 282 words / informational

High frequency words:

*again, around, every, found, first, open, small, soon, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: diagram, glossary, photographs.
- Possible discussion questions: "Where have you seen a monarch butterfly? What do you know about monarch butterflies?"

## 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: *butterfly, caterpillar, larva, pupa, metamorphosis, milkweed, and monarch*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *butterfly* and *milkweed* 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.
- 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

Monarch butterflies may all look the same, but there is a difference. Males have thinner wing veins and have two black spots on their lower wings. Females have thicker wing veins and no black spots on their lower wings.

## 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 main idea of this book? What did you learn about the butterfly's life cycle?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What did you find interesting in this book? Why? What do you think will happen to the butterfly next?"

## 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 *-ed* suffix: *changed, dropped, hatched, looked, and watched*.
- On separate cards, write and draw each stage of the butterfly's life cycle: *egg, caterpillar, chrysalis, and butterfly*. Have the students put the cards in sequential order to match 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 the students create a timeline wheel graphic organizer with text and drawings for the butterfly's life cycle in this story. A timeline wheel allows students to list information in sequential order. Once complete, have the students use the information on their timeline wheel to write a sentence about butterflies.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing words with the *-ed* suffix; Sequencing; Rereading; Introducing the timeline wheel graphic organizer.



# Elephants at the Zoo

Level I / 195 words / informational

High frequency words:

*about, live, long, old, together, use, very, work*

## 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 an elephant? What do you know about elephants? What do you want to know about elephants?”
- Fill in the first two columns of a KWL chart on elephants. Fill in the K section with what students already KNOW about elephants and fill in the W section with WHAT they would like to learn about elephants.

## 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: *eyelashes, breathing, sensitive, and sunburned*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyelashes* and *sunburned* 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.
- 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, “How do elephants use their trunks? Why do elephants have long eyelashes?” Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, “What else would you like to learn about elephants? What would you do if you had a trunk for a nose?”

## 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: *breathing, digging, drinking, eating, and spraying*.
- Point out the *in* rime in the word *skin*. Create other words with the *in* ending sound (*chin, fin, thin, win*).

## 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.

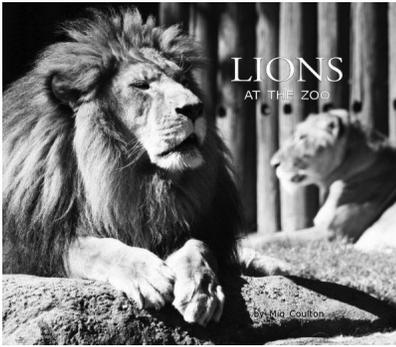
## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about elephants after reading this book. Have them share what they’ve learned with each other.

### FUN FACT

**Asian elephants have five toenails on the front feet and four on the back feet, while African elephants have four on the front feet and three on the back.**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Practicing words with the *-ing* suffix; Practicing the *in* rime; 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*).

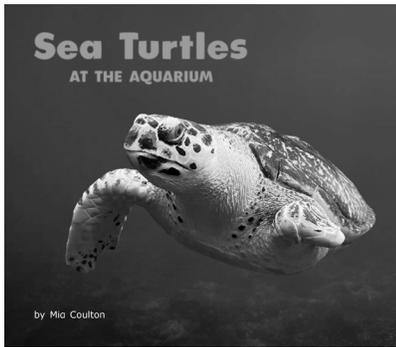
## Rereading for fluency

- 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.



# Sea Turtles at the Aquarium

Level I / 210 words / informational

High frequency words:  
*every, must, right, 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 sea turtle? What do you know about sea turtles? What do you want to know about sea turtles?"
- Fill in the first two columns of a KWL chart on sea turtles. Fill in the K section with what students already KNOW about sea turtles and fill in the W section with WHAT they would like to learn about sea turtles.

## 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: *breath, breathe, tear, type, and sponges*. 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, "What parts of the sea turtle's body help it swim? What is the purpose of the shape of a sea turtle's beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think sea turtles need to be good swimmers? Describe what it would be like if the only way you could get around was to swim. What are some differences between land turtles and sea turtles?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the *shr* onset in the word *shrimp*. Working together, create other words with the *shr* beginning sound (*shred, shrink, shrub*).

## 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 sea turtles after reading this book. Have them share what they've learned with each other.
- Read *Tortoises at the Zoo*. Discuss the similarities and differences between the turtles in *Tortoises at the Zoo* and the turtles in *Sea Turtles at the Aquarium*. Work together to fill in a Venn Diagram about land turtles and sea turtles.

### FUN FACT

**Myrtle is a green sea turtle that is more than 90 years old, weighs more than 500 pounds, and has been living at the New England Aquarium since 1970.**

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing the *shr* onset; Introducing the Venn Diagram; Rereading.



# Winter in the Woods

Level J / 223 words / informational

High frequency words:

*brown, every, fly, old, walk, warm*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What do you know about winter? What do you think winter will be like in the woods?"

## 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: *amazing, deciduous, insulating, nocturnal, and unique*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *underneath, outside, and evergreen* 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.
- 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

The lowest temperature ever recorded was at Vostok Station in Antarctica. On July 21, 1983, it was -98.2 degrees Celsius (-128.6 Fahrenheit) there!

## 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 did Danny and Bee see in the woods? Were there any text features that helped you better understand what you were reading?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does winter look like where you live? What is the most interesting thing you learned about winter in the woods? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ee/ vowel pattern: *deep, green, and tree*.
- Find and discuss the words with the /ea/ vowel pattern: *leaves, mean, and year*.

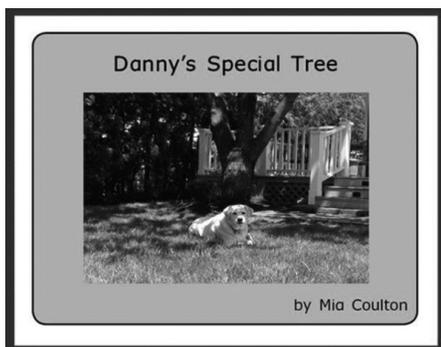
## Rereading for fluency

- 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 winter in the woods. 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; Noticing compound words; Practicing the /ee/ sound; Practicing the /ea/ sound; Rereading; Introducing the web diagram graphic organizer.



# 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.