

## All About Danny



by Mia Coulton

# All About Danny

Level A / 33 words / fiction

High frequency words:

*here, is, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the picture on the cover? What do you think we will learn about Danny?"

### Look through all the pictures

- Using the language in the story, discuss all the special items and places Danny is sharing with the reader on each page.
- Help the children find the known words: *here, is,* and *my*.
- Find the new word *window*.

### 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

There are over 300 official dog breeds. Danny is a Labrador Retriever. Labrador Retrievers are the most popular dog breed in the U.S., U.K., and Canada.

### 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 items and places Danny showed us in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What special things or places would you show Danny if the book were about you?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the two-syllable word *window*. Clap the syllables together.

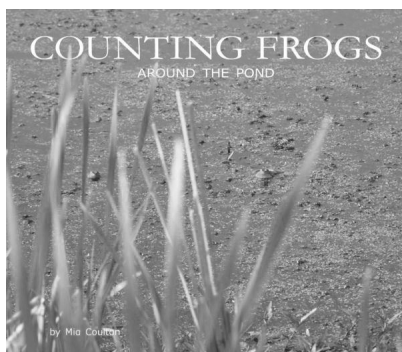
### Rereading for fluency

- 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

- On the board, write the words: "*Here is my* \_\_\_\_\_."
- Have students copy and complete the sentence by writing a word about themselves. 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; Monitoring reader directionality; Matching words to print, one to one; Introducing new words.



# 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.

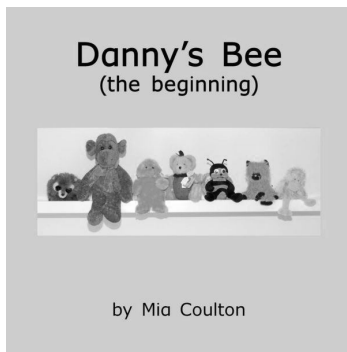
## Writing activity

- 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.



# Danny's Bee (the beginning)

Level A / 5 words / fiction

High frequency words:

*no, yes*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Do you have a special stuffed animal? How long have you had it? Do you remember how you got it?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the words *no* and *yes* on the pages within 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

In 1880, Margarete Steiff began making stuffed elephant pincushions to sell to friends. But, children loved to play with them, making Steiff the first stuffed toy company.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at the point of difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What does the speaker in the story say *no* to on each page? What does the speaker say *yes* to?"
- **Inferential comprehension:** The answers are in your head. Ask, "On the last page, what is Danny dressed for in the picture? What will happen next?"

## Word work

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

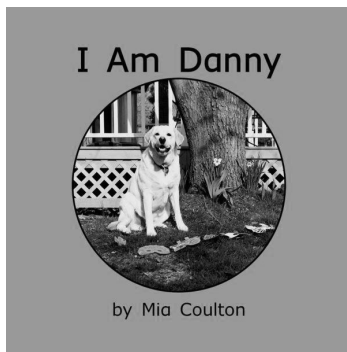
## Rereading for fluency

- 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 the point of difficulty.

## Writing activity

- Write this sentence on the board: "Yes, yes, yes!" Explain the capital letter, comma and exclamation mark to students.
- Have the students write the sentence: "No, no, no!" Then have the students draw a picture that corresponds to what they have written. Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Noticing punctuation (capital letter, comma, exclamation mark).



# I Am Danny

Level A / 23 words / fiction

High frequency words:

*a, am, I*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever worn a mask? What are some times when someone would wear a mask?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the known words: *a, am, and I*.
- Help students find the new words: *lion, giraffe, tiger, panda, and zebra*.

## 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 the names of the animals that Danny is pretending to be on each page?" Have them read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask: "Can you think of other animals that Danny could pretend to be?"

## 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

- On the board, write the animal words: *lion, giraffe, tiger, panda, and zebra*.
- Ask the students to think about their favorite animal. Have them draw a picture of the animal and write its name. Encourage independent attempts to spell words correctly and the use of proper punctuation.

### FUN FACT

Researchers now know what teachers have known for many years. Pretend play is more than simple fun. It helps build social, emotional, and problem solving skills.

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





# Lunch for Baby Elephant

Level A / 12 words / fiction

High frequency words:

*down, in, up*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? Where do elephants live? What do elephants eat?"
- Explain that Baby Elephant eats by reaching up, bringing leaves down, and putting them in his mouth.

## Look through all the pictures

- Discuss what's happening in each picture. Help the children find the high-frequency words: *down, in, and up*.

## 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

Elephants are born with fewer survival instincts than some other animals. They need to learn how to use their trunks by watching other elephants.

## 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 Baby Elephant eat in the story? How does he use his trunk when he eats? Who helps Baby Elephant learn how to get his lunch?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else can Baby Elephant do with his trunk?"

## 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 this sentence on the board: "*Down, down, down.*" Explain the capital letter and the punctuation marks.
- Have the students write these sentences: "*Up, up, up. In, in, in. Up and down.*" Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Noticing punctuation (comma, period, exclamation mark); Introducing positional and directional words.



# 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.

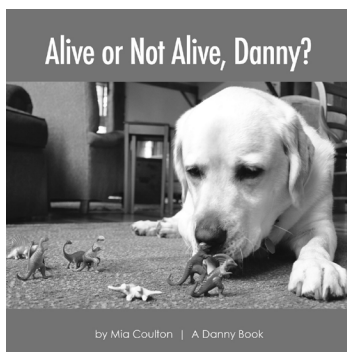
## Writing activity

- 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.



# Alive or Not Alive, Danny?

Level B / 52 words / fiction

High frequency words:

*are, he, here, his, is, not, the, this, too*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What will he do with those toys?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Ask the students: "See this picture? Is it of something that is alive or not alive?"
- Help students find the high-frequency word *not*.
- Help the children find and clap the new two-syllable words: *shadow, alive, fishbowl, and spider*.

## 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.

### FUN FACT

Something that is alive can take in and use energy, excrete waste, grow, reproduce, and respond to the environment.

- 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 things in the book are alive? Which things in the book are not alive?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Have the students look at the picture lists on page 16. Ask, "What other things could we add to the lists of *alive* and *not alive*?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students clap the two-syllable words: *shadow, alive, fishbowl, and spider*.

## 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 each student write an *Alive* item and a *Not Alive* item on a piece of paper. 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 compound words; Contrasting living and nonliving things.



# 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*.

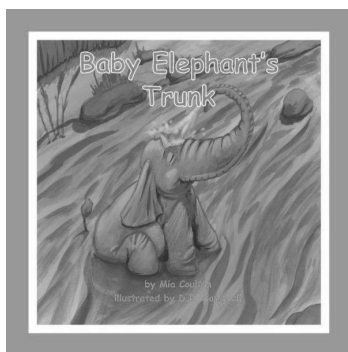
## Rereading for fluency

- 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.



# Baby Elephant's Trunk

Level B / 36 words / fiction

High frequency words:

*can, I, my, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? What can elephants do with their trunks? Where do elephants live? What do they eat?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Find the known word *can*.
- Help the children find the phrase *with my trunk*.

## 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 can Baby Elephant do with his trunk?" Have them read the pages that support their answer.

- **Inferential comprehension:** The answers are in your head. Ask, "How is an elephant's trunk like (or unlike) your hand?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the children write the word *can*. Then write rhyming words *man* and *pan*. Ask the children to think of more words that rhyme with *can*. Write the rhyming words. Notice the rhyming words have the same middle and ending letters as the word *can*.

## 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.

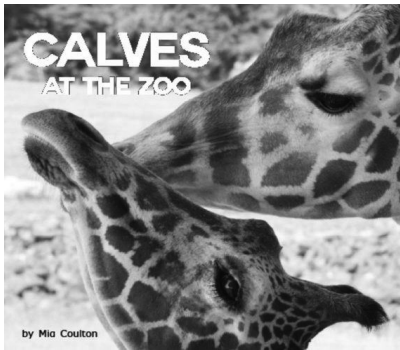
## Writing activity

- Write the word *trunk* on the board. Have the children write what an elephant can do with its trunk. Have the students write and fill in this sentence: "He can \_\_\_\_ with his trunk." Then have the students draw a picture that corresponds to what they have written. Encourage attempts to spell words correctly.

### FUN FACT

An elephant's trunk has no bones in it.  
It is made of many different muscles.  
Elephants hug by twisting their trunks together.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with their fingers, one to one; Practicing rhyming words that end with *-an*; The concept of how an elephant eats.



# 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

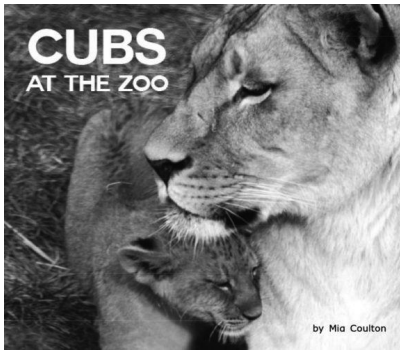
- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

## 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*).

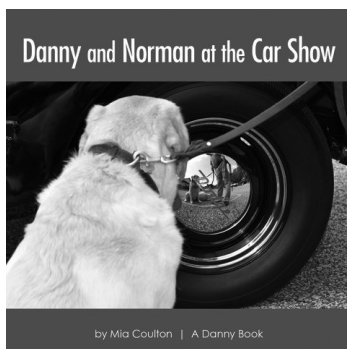
## Rereading for fluency

- 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.



# Danny and Norman at the Car Show

Level B / 36 words / fiction

High frequency words:  
*the, to, we, went*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where do you think Danny is in the picture? What do you think is going to happen in this story? Have you ever been to a car show?"

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable words: *orange, silver, and yellow*. Clap and count the syllables together.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

Since 1981, the Chevy Corvette has been manufactured only in Bowling Green, Kentucky and is the official sports car of the Commonwealth of Kentucky.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "How many cars did Danny and Norman see? Who took them to the car show?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Which car do you think Danny liked the best? Which car do you like the best? Why?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Ask students to find the color words in the text: *black, orange, red, silver, white, and yellow*.
- Find the articles *a* and *an* throughout the book. Point out that *a* is used in front of a noun (person, place, or thing) that begins with a consonant and *an* is used before a noun that begins with a vowel.

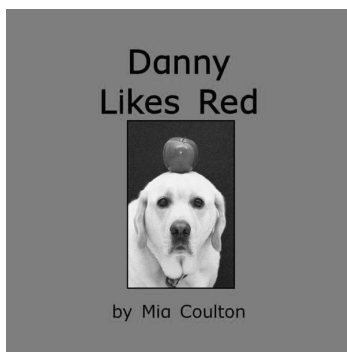
## Rereading for fluency

- 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 using the appropriate article: "We saw *a/an* \_\_\_\_\_ car." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Introducing the articles *a* and *an*; Practicing color words; Rereading.



# Danny Likes Red

Level B / 28 words / fiction

High frequency words:

*a, is, my, red, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on Danny's head? What color is it? What do you think this book will be about?"

## Look through all the pictures

- Help the children find the word *red*. Using the language in the story, discuss the *red* item on each page.

## 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 one of Danny's red items from the book? Can you name them all?" Have them read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other things can you name that are red?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- With the help of the students, create a list of all of the *red* items in the book.

## Rereading for fluency

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

## Writing activity

- Revisit the list that the students generated of things that are red. Using those words, have student complete and write the sentence: "A \_\_\_\_\_ is red." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

A dog's vision is different from human vision.  
Dogs cannot see the color red.  
While we see a mix of red, blue, and yellow light,  
dogs see the world in vivid blues and yellows.

**Teaching Points:** Using meaning to connect pictures to text; Self-monitoring - the repetitive text in this book supports the reader's early attempts at self-monitoring; Introducing the color word *red* in the text.

## Danny the Dinosaur



by Mia Coulton

# Danny the Dinosaur

Level B / 31 words / fiction

High frequency words:

*at, look, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing? Can you think of reasons why Danny would dress up in a dinosaur costume?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrase *look at my*.
- Help the students find the multisyllabic words: *dinosaur, balloon, and stickers*. Have 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 first recorded song from a dinosaur was made by a big, purple dinosaur named Barney. He loves you. You're part of his family.

### After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find and read the page with the dinosaur balloon? Can you find and read the page with Danny the Dinosaur? What other dinosaur items does Danny have at his house?"
- **Inferential comprehension:** The answers are in your head. Ask, "Why did Danny dress up as a dinosaur? Have you ever dressed up as one of your favorite characters? Which one? Why?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Notice and discuss the plural nouns *dinosaurs* and *stickers*.

### 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 complete the sentence: "Look at my dinosaur \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Rereading; Cross-checking difficult words with pictures and story meaning; Noticing plural nouns.

## Danny's Hats



by Mia Coulton

# Danny's Hats

Level B / 54 words / fiction

High frequency words:

*a, is, it, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "On the cover, Danny is wearing a brown hat. What are the letters on Danny's hat?"

### Look through all the pictures

- As you look through the book, point out the color words: *black, blue, brown, pink, red, and white*.
- Help the children find the high-frequency phrase *It is a*.
- Help the children find the words: *police, sailor, cowboy, fireman, and grandma*. Each of these words has two syllables. 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 first record of a hat is from the La Marche cave etchings in western France, dating back 15,000 years.

### 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, "Which hat is black? Which hat is brown? Which hat is pink?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of a different funny hat for Danny to wear?"

### Word work

- Point out the *UPS* (United Parcel Service) acronym on page 6. Explain that an acronym is an abbreviation using the first letter of each word to make a name.
- Point out that the 's in *grandma's* on page 12 means possession, showing that the hat belongs to grandma.
- Explore words that rhyme with *hat*. Notice the rhyming words have the same middle and ending letters as the word *hat*.

### 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

- On the board, write the sentence: "*I see grandma's hat.*" Write words that rhyme with *hat*. What happens when the rhyming words are substituted for *hat* in the above sentence? Which sentences make sense?

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping two-syllable words; Practicing rhyming words that end with -at; Introducing possessive words with the 's ending; Introducing acronyms; Introducing color words in text.



# Danny's Party

Level B / 27 words / fiction

High frequency words:

*a, am, going, I, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gotten an invitation to a party? Have you been to a birthday party?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the known words: *I, am, and to*.
- Find the new words *party* and *going*. Have children clap and count the syllables.
- Point out the yellow invitation on each left-hand page. These are invitations addressed to each dog. Can the students find each dog's name?

## 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, "Who is going to Danny's party?" Have them read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "What will Danny's friends do at the party? What do you think they will eat?"

## 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

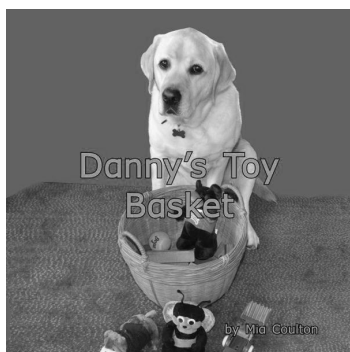
- Write the words *My Party* on the board.
- Have the students make a list of who they would invite to a party (*dad, mom, brother, Danny*). Then have the students draw a picture that corresponds to what they have written.

### FUN FACT

According to Animal Planet, 80% of dog parents give gifts to their dogs on special occasions, like Christmas or birthdays.

**Teaching Points:** Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Finding and clapping two-syllable words.





# Danny's Toy Basket

Level B / 37 words / fiction

High frequency words:

*are, in, is, me, my*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Danny's big basket? Why do you think they are in there? Where do you keep your toys?"

## Look through all the pictures

- Using the language in the story, discuss all of the items going into the basket on each page.
- Help the children find and learn the high-frequency words: *me, my, is, and in*.
- Help the children find and learn the two-syllable word *basket*. Clap the syllables together.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

The philosopher John Dunne first pointed out in 1693 that playing with alphabet nursery blocks could be a fun way to help children learn to read.

## 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 all of the items that went into Danny's basket?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why didn't Danny put Bee in the basket? Where do you keep your special toys at home?"

## Word work

- Have students locate the high-frequency words in the text and practice writing.
- Notice and discuss the plural noun *blocks*.

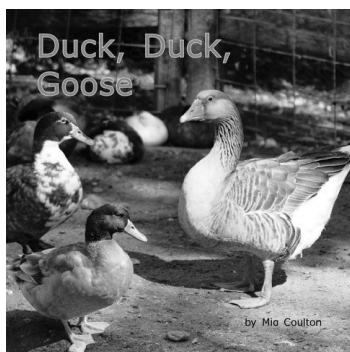
## Rereading for fluency

- 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 following sentence on the board: "My \_\_\_\_\_ is in my basket." Have the students name some items they would like to add to the basket and complete the sentence, using the name of one of their items. 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; Matching words to print, one to one; Noticing plural nouns.



# 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

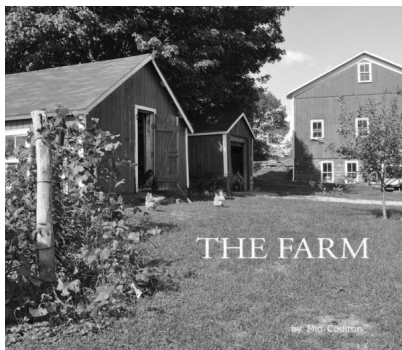
- Write the words *duck* and *goose* on the board. Have the students write *Here is a \_\_\_\_\_*. and pick one of the words (*duck* or *goose*) to complete the sentence. Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent 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.

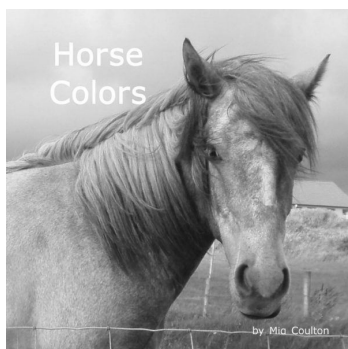
## Rereading for fluency

- 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.

## I Like Flowers



by Mia Coulton  
illustrated by D.B. Campbell

# I Like Flowers

Level B / 35 words / fiction

High frequency words:

*I, like, to*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the name of the animal in the picture on the cover of the book? What is it doing?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency phrase *I like to*.
- Help the children find and read the word *eat*.

### Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

Baby goats are called *kids*. Kids can walk within minutes of being born. They are full grown and able to have their own kids when they are less than three years old.

### After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you name the colors of the flowers in the story?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other colors can flowers be? What else, besides flowers, do you think goats might like to eat?"

### Word work

- Have students locate the high-frequency words in the text and practice writing.
- Have the students find the color words: *red, yellow, orange, purple, and pink*.

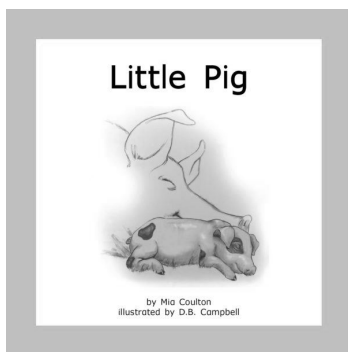
### Rereading for fluency

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

### Writing activity

- Have students write this silly sentence, filling in the blank: "*I like to eat \_\_\_\_\_ flowers.*" Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

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



# Little Pig

Level B / 24 words / fiction

High frequency words:

*am, I, in, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Little Pig doing in the cover picture?"

## Look through all the pictures

- Using the language in the story, ask students about the action in each of the pictures in the book.
- Help the children find the high-frequency phrase *I am*.
- Help the children find each word ending in *-ing*: *sleeping, eating, walking, running, jumping, and rolling*.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

The pig's reputation for being dirty comes from the fact that they roll in mud to cool off. If pigs are kept in a cool, covered place, they stay quite clean.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the pages where Little Pig is jumping and rolling in the mud?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Have the students look at the picture lists on page 16. Ask, "What other actions ending in *-ing* might Little Pig do?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students use their fingers to frame the *-ing* ending on the word *sleeping* on page 2. Have them frame the base word *sleep*. Explain base words and endings, *sleep + ing = sleeping*.

## Rereading for fluency

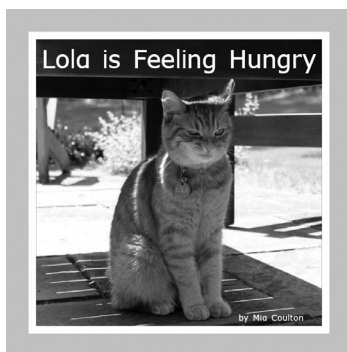
- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

## Writing activity

- Have students draw a line down the center of a piece of paper. On the left side, ask them to write an *-ing* word. On the right side of the line, have them write the base word. Encourage independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with their fingers, one to one; Practicing words ending with *-ing*; Introducing action words (verbs).





# Lola is Feeling Hungry

Level B / 20 words / fiction

High frequency words:

*is*

## Before reading

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

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable words: *feeling*, *Lola*, and *hungry*. Clap and count the syllables together.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

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

## After reading

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

## Word work

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

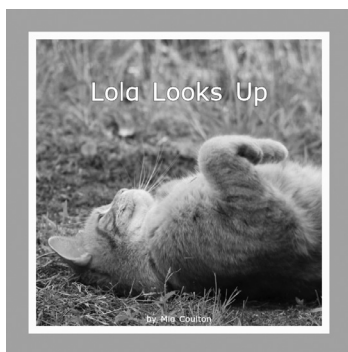
## Rereading for fluency

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

## Writing activity

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

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



# Lola Looks Up

Level B / 25 words / fiction

High frequency words:

*a, am, I, see, the*

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

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

### FUN FACT

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

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

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

## Word work

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

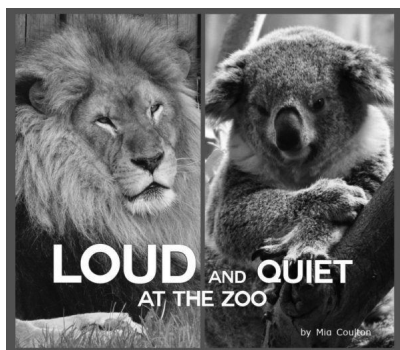
## Rereading for fluency

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

## Writing activity

- Revisit the list that the students generated of things that can be seen in the sky. Using those words, have each student complete and write the sentence: "*I see a \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

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



# 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*.

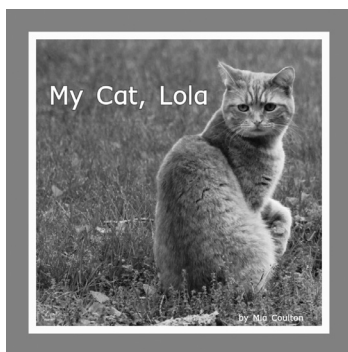
## Rereading for fluency

- 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 Cat, Lola

Level B / 40 words / fiction

High frequency words:

*here, is, my*

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Lola is licking? Can you find the page where she is napping?" Have students read the pages that support their answers.

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

## Word work

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

## Rereading for fluency

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

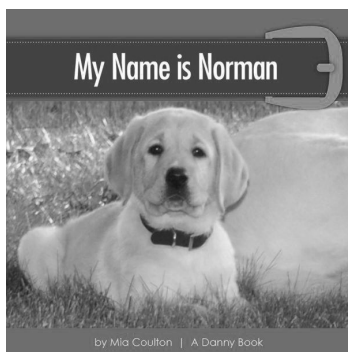
## Writing activity

- Have students write a new page for the book by writing and completing the following sentences: "*Here is my cat. My cat is \_\_\_\_\_ing.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

**Cats like to scratch. It is a normal, instinctive cat behavior. Cats scratch to express emotions like excitement or stress, to mark objects with their scent, to clean and sharpen their nails, and to get some exercise and a good stretch.**

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



# My Name is Norman

Level B / 24 words / fiction

High frequency words:

*are, is, my*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Norman? What do you think we will learn about Norman?"

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find the high-frequency words: *are, my, and is*.
- Help the children find the color words: *black, brown, pink, white, and blue*.

## 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

Labrador Retrievers can be black, brown, or yellow. Norman is a yellow lab. Yellow labs can vary in color from a light cream to a deep fox red.

## 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 color is Norman's nose? What color are his eyes? What color is his tongue?" 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 Norman?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Locate the color words in the text: *black, brown, pink, white, and blue*. Ask students to help make a list of other colors.

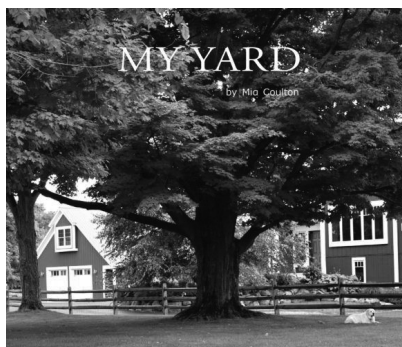
## Rereading for fluency

- 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 following color words on the board *pink, red, black, brown, blue, and green*. Have the students complete the following sentences using the words on the board: "My tongue is \_\_\_\_\_. My eyes are \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

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



# 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

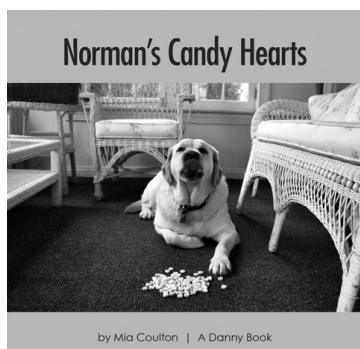
- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

## 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.





# Norman's Candy Hearts

Level B / 38 words / fiction

High frequency words:

*is, look, my*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman will do with the candy hearts? How do you feel about candy hearts?"

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

Try dropping some candy hearts into carbonated soda. The candies are denser than the soda and will sink to the bottom. When carbon dioxide bubbles in the soda stick to the candies, they float up through the soda. This up-and-down motion makes the heart candies appear to slowly *dance* in the soda.

## 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, "To how many friends does Norman give candy hearts? What candy heart does Norman give to you?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would you write on a candy heart for your friend? What would you write on a candy heart for your teacher?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Notice and discuss the plural noun *hearts*.
- Find and discuss the interjection *yum*. An interjection is a word that shows emotion.

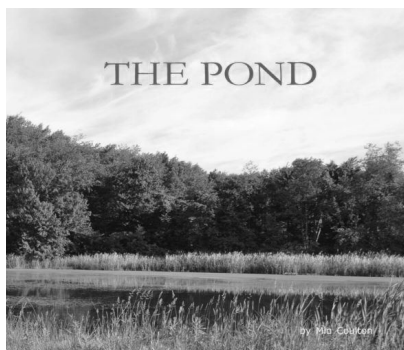
## Rereading for fluency

- 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: "*This candy heart is for you. It says \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Introducing interjections; Practicing plural nouns; Rereading.



# 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.

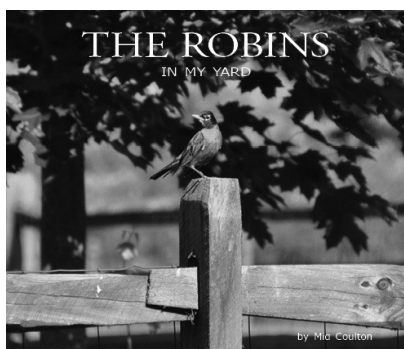
## Rereading for fluency

- 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.

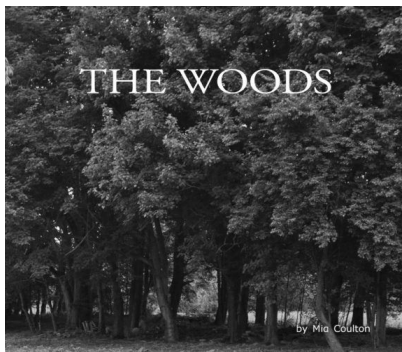
## Rereading for fluency

- 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.

## At Grandma Ruth's House



by Mia Coulton

# At Grandma Ruth's House

Level C / 37 words / fiction

High frequency words:

*I, like, look, me, run, the, to*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Danny sitting next to in the cover photo? What does it look like they are doing?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *like*.
- Help children find prepositional phrases after the action words on pages 4, 6 and 8: *out the door*, *with a stick*, and *in the tall grass*.

### 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

In the United States, grandparents make up one-third of the population, with 1.7 million new grandparents added every year.

### After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find where Danny likes to look? Where does Danny like to hide?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you guess some of the reasons Danny likes to visit Grandma Ruth's house?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Explain that prepositional phrases can tell us where something happens. Prompt students to answer the *where* in the sentence on page 4, *I like to look*.

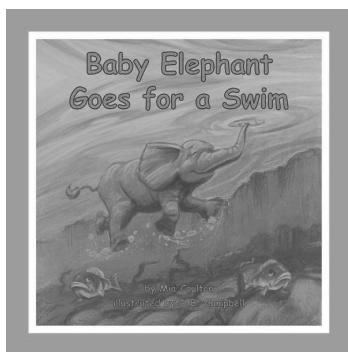
### Rereading for fluency

- 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 complete the following sentence with a prepositional phrase: "*I like to jump \_\_\_\_\_*." (Examples: *in the lake*, *on a trampoline*, *off the dock*.) Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing prepositional phrases.



# Baby Elephant Goes for a Swim

Level C / 45 words / fiction

High frequency words:

*and, at, down, for, go, in, is, look, no, the, up*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? Where do elephants live? Did you know that elephants can swim?"

## Look through all the pictures

- Discuss what is happening in each picture. Using the language of the text, explain that elephants like to swim, play in water, and sleep in the sun.
- Help the children find the words that may be new to them: *playing, asleep, and shake*.

## 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 is Baby Elephant? Where is Big Elephant? What does Big Elephant do when she gets wet?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "At the end, why is Big Elephant looking for Baby Elephant?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and clap the two-syllable words in the story: *looking, asleep, playing, baby, river, and swimming*.
- Find the word *shake*. Explain the sound of *sh*.
- Find the words with the *-ing* ending: *playing, looking, and swimming*. Ask students to think of other words with 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

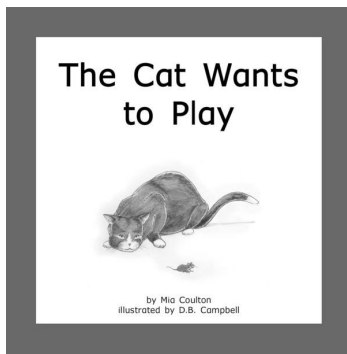
- Review the *ing* words in the story. Have the students write the sentence: "*Baby Elephant is \_\_\_\_\_.*" and fill in the blank with an *-ing* word. Then have them draw a picture that corresponds to what they have written. Encourage independent attempts to spell words correctly and the proper use of punctuation.

### FUN FACT

Elephants can use their trunks as a snorkel when swimming underwater.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing the *-ing* ending; Practicing the *sh* sound; Finding and clapping two-syllable words.





# The Cat Wants to Play

Level C / 31 words / fiction

High frequency words:

*no, play, said, the, to, will*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What do you think is happening between the cat and the mouse?"

## Look through all the pictures

- Discuss what's happening in each picture. Ask students to name the animals on each page.
- Point out the quotation marks on either side of the word "no" on each page. Ask the students what they mean.
- Duck says, "No, no, no." Notice that the comma means to pause when reading.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

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

- **Literal comprehension:** The answers are in the text. Ask, "How do the other animals answer when the cat wants to play?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the animals don't want to play with the cat?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the animal words: *mouse, spider, bird, duck, and frog*. Have students use beginning letters and sounds to try new words.

## Rereading for fluency

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

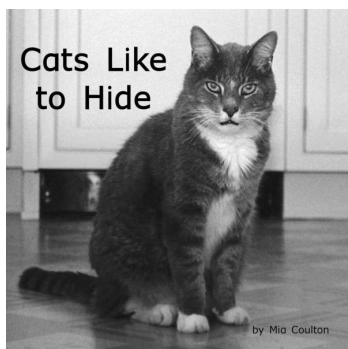
## Writing activity

- Have the students write the sentence: "The cat wants to play." Then have them draw a picture that corresponds to what they have written. Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

Cats are the most popular house pets.  
They have been kept as pets for over 10,000 years.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing punctuation (commas, quotation marks); Introducing animal words.



# 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.

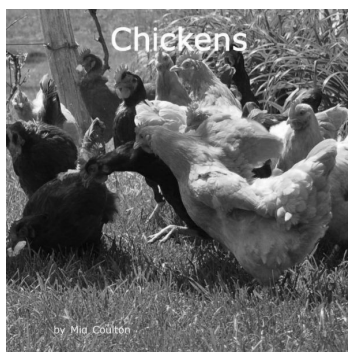
## Writing activity

- 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.

## Danny and Dad Go Shopping



by Mia Coulton

# Danny and Dad Go Shopping

Level C / 69 words / fiction

High frequency words:

*are, big, go, here, in, into, is, it, little, my, too*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Danny walking with in the picture on the cover? Where are they? What are they doing?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high frequency word phrase *Here we are*.
- Help the children find the new word *cart*. Help the children learn the phrase *into the cart*.

### 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

**Pet food is big business.**  
**In the United States, sales of pet food**  
**amounted to 21.26 billion dollars in 2013.**

### 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 do Danny and Dad put into the cart on page 8? What do they put into the cart on page 16?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else could Danny get to put in his cart?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students answer the question, "Where does Danny put the food/treats/brush/bones?" The answer is the prepositional phrase *in the cart*.

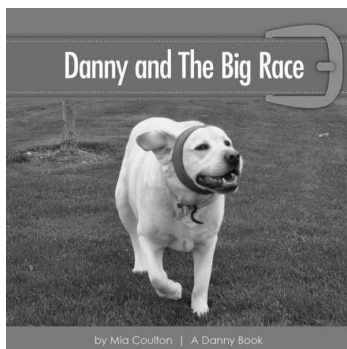
### Rereading for fluency

- 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 another page for the book following the pattern: "*Here is a \_\_\_\_\_. The \_\_\_\_\_ goes into the cart.*" 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; Cross-checking difficult words with pictures and story meaning; Rereading; Introducing prepositional phrases.



# Danny and The Big Race

Level C / 31 words / fiction

High frequency words:

*and, here, is, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover? Can you think of some reasons why Danny is wearing a red band?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *runner* and *winner*. Point out the -er ending of these words.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find each of the four color words in the story? Who wins the race?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Look carefully at the runners and their colors in the book. Which runner, do you think came in second? Who might have come in third and fourth in the race?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the color words in the story: *blue, red, purple, and yellow*.
- Explain that the -er ending gives the dogs a special characteristic. Someone who runs becomes a *runner*. Someone who wins becomes the *winner*.

## Rereading for fluency

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

## Writing activity

- Have the students complete the following sentences by adding *er* to words to create a character with a special characteristic: "Danny writes. Danny is a \_\_\_\_\_. Danny reads. Danny is a \_\_\_\_\_. Danny jumps. Danny is a \_\_\_\_\_." Then have them draw a picture that corresponds to what they have written.

### FUN FACT

Labrador retrievers can run as fast as 18 miles an hour.  
The fastest dog is the greyhound,  
which can run up to 43 miles an hour.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the -er suffix; Introducing color words in text.



## Danny and the Four Seasons



by Mia Coulton

# Danny and the Four Seasons

Level C / 55 words / fiction

High frequency words:

*be, can, I, in, is, it, see, the, what, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are the four seasons throughout the year? What season is it in the cover photograph?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice the changes in the yard for each season by asking, "How is the yard different in this picture?"
- Help students locate the word *must*. Ask students, "What is the beginning sound of *must*?"
- Have the children locate words that may be new to them: *flowers, leaves, and season*.

### 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

Spring is the favorite season for 36% of Americans, according to a 2005 Gallup Poll.  
Fall is favored by 27% and summer by 25%.  
Only 11% like winter best.

### After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find Danny in every picture? In which picture are you not able to see Danny?"
- **Inferential comprehension:** The answers are in your head. Ask, "Where is Danny in the picture on page 7?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students clap the two-syllable words: *flowers, summer, winter, and season*.

### 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: *spring, summer, fall, and winter* on the board. Have students choose a season and write the following sentence: "It must be \_\_\_\_\_. " Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

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

## Danny and the Runaway Train



by Mia Coulton

# Danny and the Runaway Train

Level C / 110 words / fiction

High frequency words:

*and, at, big, got, it, look, off, on, play, will, you*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been on a train? Why is Danny wearing that hat and shirt?"

### 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: *again* and *runaway*. Clap and count the syllables in these words.

### Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### After reading

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

#### FUN FACT

Train whistles are sounded for safety reasons – to warn of approaching trains. Engineers sound horns before all public crossings and must follow a standardized pattern: two long, one short, and one long blast.

- **Literal comprehension:** The answers are in the text. Ask, "What happens to the train as Bee goes around and around? Why is the train called a runaway train?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever gone for a ride on something that was going very fast? How did that make you feel? How do you think Bee is feeling as the train goes off the track? How do you think Danny felt as he watched the train go faster and faster?"

### 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 *tr* blend: *train* and *track*. Using magnetic letters, make other words with that same beginning sound (*try*, *tree*, *trick*, *truck*).
- Have the children find the exclamation marks and quotation marks in the story.

### 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 draw a picture of a scene from the story then have them write a sentence or two that corresponds to what they have drawn.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Noticing punctuation (exclamation marks and quotation marks); Practicing words with the *tr* blend; Rereading.



# Danny Can Sort

Level C / 42 words / fiction

High frequency words:

*are, at, here, look, not, the*

## Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some other ways to sort things besides by color?"

## Look through all the pictures

- Using the language in the story, discuss all the special items and places Danny is sharing with the reader on each page.
- Help the children find the high frequency words: *look, at, and the*.
- Help the children find the unknown word *treats*. Have them find it on pages throughout the book.

## 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 dogs like snacking on baby carrots, raw green beans, or slices of apple. These treats are healthy and low in calories for dogs, too.

## 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 colors are Danny's treats? Can you find and name each colored treat?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other colors could the treats come in? What do you think the flavor would be for each color of treats?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the color words: *red, yellow, green, and orange*.

## Rereading for fluency

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

## Writing activity

- Write the word *treat* on the board. Have the students copy the following sentence: "Look at the \_\_\_\_\_ treat." Have the students choose a color and fill in their sentence. 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:** Using meaning to connect pictures to text; Introducing new words; Self-monitoring – the repetitive sentences in this book are not in the same order on each page; Sequencing; Introducing color words in text.

## Danny Goes For a Walk



by Mia Coulton

# Danny Goes For a Walk

Level C / 50 words / fiction

High frequency words:

*at, for, go, like, look, run, to, up, we*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is with Danny on the sidewalk? What do you think Danny and Dad might see on their walk?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *clouds* and *storm* by predicting how the words begin or end.

### Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### 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, "Who is taking Danny for a walk in this story? What do they see on the walk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny knows it is going to storm? How do you think Danny feels about the coming storm?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find and clap the multisyllabic words *sidewalk* and *dandelion*.

### 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.

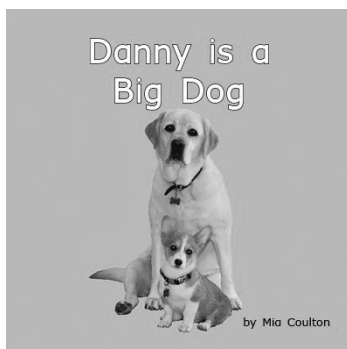
### Writing activity

- Have students draw a picture of Danny in the storm. Ask them to write a sentence about what is happening.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

#### FUN FACT

**Dogs are experts at detecting storms. Because they have better senses of smell and hearing, dogs can detect thunder, the metallic smell that comes with a lightning storm, and even changes in air pressure long before humans do.**

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Rereading; Matching words to print, one to one.



# Danny is a Big Dog

Level C / 52 words / fiction

High frequency words:

*and, big, has, is, little, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover with Danny? How are the two dogs alike? How are they different?"

## 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 *big* and *little*.
- Help the children find the words that may be new to them: *hole, stick, bone, and pest*.

## 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

Penny is a Pembroke Welsh Corgi.  
Pembroke Welsh Corgis are a favorite dog breed of the British Royal Family. Queen Elizabeth II has had over 30 Corgis in her lifetime.

- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Penny digs a hole? What size is Danny's bone?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny's bed compares with Penny's bed? How do you think Danny feels about Penny?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Introduce the concept of *antonyms* by explaining that *big* and *little* are opposites of each other. Find examples of items that are *big* and *little* throughout the text.
- Using magnetic letters, have students create words that rhyme with *pest* (*nest, rest, and best*).

## 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 the sentence: "*Penny is a big pest!*" How should the sentence be read? Have the students write another sentence with an exclamation mark at the end. Then have them draw a picture that corresponds to what they have written. Encourage the independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Noticing punctuation (exclamation marks); Introducing *antonyms*; Practicing rhyming words that end with *-est*.

## Danny Makes a Mask



by Mia Coulton

# Danny Makes a Mask

Level C / 67 words / fiction

High frequency words:

*am, and, are, get, here, look, make, put, to*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What type of mask is on the cover? What is the mask made out of?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the following words by predicting how the words begin and end: *mask, head, and eyes*.
- Have the children find the words that may be new to them: *wiggle, mouth, and antennas*. 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, "What is the first part of making the mask? What is the first thing Danny puts on the head? What parts are added after the eyes, and then the mouth?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Danny makes a Bee mask? How do you think Bee will feel when he sees it?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students locate the exclamation marks on the last page. Have them practice reading those sentences with emphasis.

### Rereading for fluency

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

### Writing activity

- Have students write a list of the items Danny added to the head in order to make the Bee mask. Encourage the use of proper punctuation and independent attempts to spell words correctly.

#### FUN FACT

Masks have a very long tradition in human culture. Early masks were used for celebrations, storytelling, and religious purposes.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Rereading; Noticing punctuation (exclamation marks); Sequencing.



## Danny Meets Norman



# Danny Meets Norman

Level C / 56 words / fiction

High frequency words:

*and, here, is, like, me, play, to, with*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is that little dog? What does it look like they are doing? What do you think Danny will think of him?"

### 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: *like, play, and with*.
- Help the children find the following words by predicting how the words begin and end: *puppy, walk, and Norman*.

### 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

Most dogs follow a pattern of polite behaviors when meeting each other for the first time. During this greeting, it is polite for dogs to glance at each other, look away, approach from the side, and sniff each other. Moving too quickly or staring is considered rude.

### 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 the puppy's name? What do Danny and puppy Norman like to do together?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does it look like Danny and Norman are doing on page 11? How do you think Danny feels about Norman?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students locate the possessive word *puppy's* on page 4. Discuss why the possessive form of the word is used here.

### 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 copy and finish the sentence: "*Danny likes to \_\_\_\_\_ with puppy Norman.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

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

## Danny's Five Little Pumpkins



by Mia Coulton

# Danny's Five Little Pumpkins

Level C / 51 words / fiction

High frequency words:

*can, little, on, see, the*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see on the fence in the picture? Can you guess what will happen to the little pumpkins on the fence in the story?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help students find the high-frequency word *can*.
- Have the children find the words that may be new to them: *boo*, *pumpkin*, and *fence*. Have the children locate the words by practicing how they begin and end.
- Help the students locate the number words in the story: *one*, *two*, *three*, *four*, and *five*.

### Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### After reading

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

• **Literal comprehension:** The answers are in the text. Ask, "How many pumpkins are on the fence on page 11?" Have the children read page 11.

• **Inferential comprehension:** The answers are in your head. Ask, "What did Danny do with the five little pumpkins?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask students to list words that rhyme with the high frequency word *can*. Write the rhyming words on the board as they come up with some examples. Point out the *an* ending in these words.

### Rereading for fluency

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

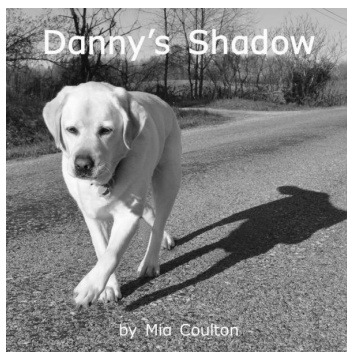
### Writing activity

- Have the students write and fill in the sentence: "*I can see \_\_\_\_\_ little pumpkins.*" 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

Pumpkins are native to North and South America.  
They are a type of squash.  
Like all squash, pumpkins are a fruit.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Sequencing; Counting down from five; Introducing number words in text; Practicing rhyming words that end with *-an*.



# Danny's Shadow

Level C / 76 words / fiction

High frequency words:

*am, and, come, here, like, me, my, play, too, with*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the ground next to Danny in the cover picture?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the word *day*. Ask the students, "What type of day is it? Is it a sunny day?"
- Help the children find the new word *shadow*. Have them notice the *sh* sound at the beginning of the word.

## 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 does Danny like to do with his shadow?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How could Danny make a shadow without the sunshine? What kind of shadow shapes could you make?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students find the word *shadow* in the story. Have them think of other words that start with the *sh* sound and write them on the board (*shade, shape, and shiny*).

## 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

- Using the student generated list of *sh* words on the board, have the students make up a sentence using as many *sh* words as possible. For example: "*Danny's shadow can shake in the shade.*" 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 *sundial* uses shadows to tell time. It is the earliest known timekeeping device and dates back more than 5,000 years.**

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

## Danny's Window



by Mia Coulton

# Danny's Window

Level C / 62 words / fiction

High frequency words:

*at, can, in, look, my, see, the, was*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny will see from his window? Do you like to look out the window? What are some things you see when you look out your window?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *look*.
- Help the children find the words that may be new to them: *window, bus, school, and zoom*. Notice that *zoom* is an example of *onomatopoeia*. *Onomatopoeia* is the naming of a thing or action by a vocal imitation of the sound associated with it (such as buzz or hiss).

### 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 dog's sense of hearing is very good.  
Dogs often know when their human friends pull in the driveway well before they can see the car.**

### After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the sentences with exclamation marks? How does it sound when you read a sentence with exclamation marks? What are some things Danny saw outside his window?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else might Danny see from his window? What do you think is Danny's favorite thing to see from his window?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the word *zoom* on page 8. What does that word mean? Why did the author use that word?

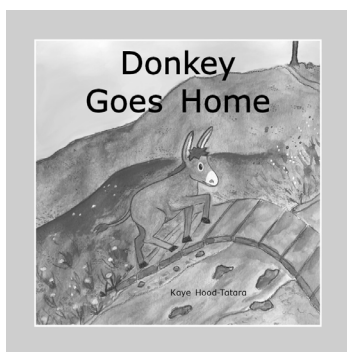
### Rereading for fluency

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

### Writing activity

- Have students write and complete the following sentence: "*I see a \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written. Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Noticing *onomatopoeia*; Rereading; Noticing punctuation (exclamation marks).



# Donkey Goes Home

Level C / 29 words / fiction

High frequency words:

*goes, is, the, up*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Donkey? What do you think is going to happen in this story?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *goes, is, the, and up*.
- Help children find the prepositional phrases throughout the book: *under the tree, down the hill, beside the stream, over the bridge, and into the barn*.

## 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, "Where did Donkey take her nap? Who was waiting for Donkey when she got home?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Donkey need to go home? What would have happened if Donkey was late getting home? How do you think Donkey felt once she arrived at home?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and clap the two-syllable words in the story: *donkey, under, beside, over, and into*.
- Explain that prepositional phrases can tell us *where* or *how* something happens. Discuss the path Donkey took to get home and list the prepositional phrases used in the story.

## 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.

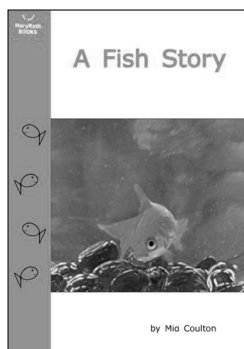
## Writing activity

- Have students complete the following sentence with a prepositional phrase from the story: "*Donkey went \_\_\_\_\_*." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

**Most donkeys will seek out shelter if it starts to rain because their fur is not waterproof.**

**Teaching Points:** Introducing new words; Introducing prepositional phrases; Finding and clapping two-syllable words; Rereading.



# A Fish Story

Level C / 51 words / fiction

High frequency words:

*at, has, is, look, the, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What type of fish is in the picture? Where do you think the fish is? How can you tell?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *look*.
- Help the children find the word *fish* on each page using the beginning and ending sounds.

## 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 is the fish hiding? Can you find the page where Fish has a friend?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What things do you think Fish likes to do?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask students to think of other words that end like *fish* (*wish, dish, and swish*).
- Help the children find and clap the two-syllable words ending in *-ing*: *eating, hiding, looking, and swimming*.

## 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

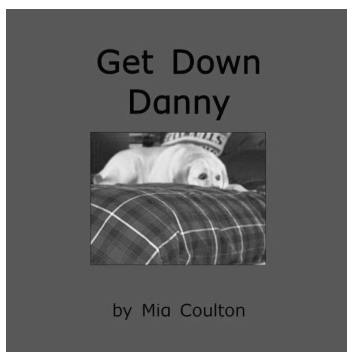
- Have students write the following funny rhyming sentence: "*The fish has a wish for a dish.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

Goldfish can distinguish between different shapes and colors. Some owners claim their goldfish recognize them and that the fish will swim to the edge of the tank when it sees them approaching.

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





# Get Down Danny

Level C / 32 words / fiction

High frequency words:

*down, get, is, on, said, the, up*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing in the cover picture? Why do you think the book is called *Get Down Danny*? What do you think this story will be about?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high frequency words: *up, on, and down*. Explain that these words are directional words that help the reader understand the position or direction of Danny in 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.

### FUN FACT

71% of pet owners sleep with their pets, according to a survey. Of those people, 43% let their pet sleep with them every night.

## 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 list the places Danny goes up onto in the story?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is Danny not allowed up on the bed or the couch? Why do you think Danny keeps getting on the bed or the couch?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students discuss and list more positional and directional words that they know (*under, above, over, and beside*).

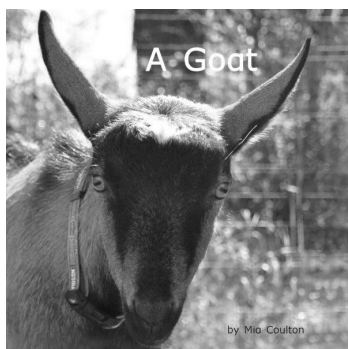
## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Listen and again prompt for strategy use at difficulty.

## Writing activity

- Have the students copy and complete the following sentence: "*Danny is on the \_\_\_\_\_. Get down, Danny!*" 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:** Using meaning to connect pictures to text; Rereading; Introducing positional and directional words.



# 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.

## Grandma Ruth's Garden



by Mia Coulton

# Grandma Ruth's Garden

Level C / 33 words / fiction

High frequency words:

*eat, go, I, see, she, the, to, we*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the cover of the book? Whose hand is in the picture? Can you find Danny in the picture?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency pronouns: *I, she, and we*.
- Help students find the action words (verbs) *picks* and *pulls*. Discuss the actions that go with these words.
- Find and clap the multisyllabic words: *tomatoes, garden, lettuce, and carrot*.

### 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

Today, 60% of American grandparents work.  
70% care for grandchildren on a regular basis,  
43% exercise, and 28% do volunteer work.

### 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 Grandma Ruth do to the tomato? What does Danny do with the carrot?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think would happen if Danny picked the tomatoes? Which vegetable do you think would be Danny's favorite?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students think about fruits and vegetables that are either *picked* or *pulled*. Strawberries, blueberries, and apples are *picked*. Onions, carrots, and radishes are *pulled* from the ground.

### 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 *pick* and *pull* on the board. Using one of these words, have the students write a sentence about gathering fruits and vegetables. Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Finding and clapping multisyllabic words; Introducing action words (verbs); Introducing pronouns.

## Grandma Ruth's Glasses



by Mia Coulton

# Grandma Ruth's Glasses

Level C / 34 words / fiction

High frequency words:

*for, her, here, in, is, on, she, under, up*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Grandma Ruth doing on the cover? Where is Danny?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency words: *her, she, and here*.
- Help the children find the new word *glasses*.
- Help the students find the *where* phrases (prepositional phrases): *up here, in here, under here, and on here*.
- Find and clap the two-syllable words: *glasses, Grandma, looking, and under*.

### 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 does Grandma Ruth look for her glasses?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other places could Grandma Ruth look for her glasses?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the *where* words (prepositions): *up, in, on, and under*.

### 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.

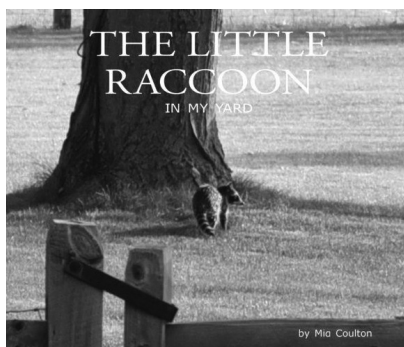
### Writing activity

- Write the word *glasses* on the board. Have the students write the sentence: "*The glasses are on Danny!*" Then have them draw a picture that corresponds to what they have written.

#### FUN FACT

With age, the lenses of our eyes lose elasticity making it harder to see up close. According to the National Library of Medicine, this affects nearly 100% of people over age 45.

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



# 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.

## Look at Danny



by Mia Coulton

# Look at Danny

Level C / 39 words / fiction

High frequency words:

*at, he, in, is, my*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover?"

### Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the high-frequency word phrase *Look at Danny*.
- Help the children find words with the *-ing* ending: *eating, jumping, riding, sitting, 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.

### After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Danny is jumping? Can you find the page where he is sleeping?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other *ing* words could be added to this book? Examples are: *drinking, smiling, swimming, or barking*."

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have students find the *-ing* words. Point out that these words are made up of a base word + *ing*.

### Rereading for fluency

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

### Writing activity

- Have students write a new page for the book by completing the following sentence: "*Look at Danny. He is \_\_\_\_\_ing.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

#### FUN FACT

Dogs were bred to do different jobs.  
Some dogs are very fast or can jump high.  
Labrador Retrievers, like Danny,  
were bred to help fisherman. They love the water  
and are strong swimmers.

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





# Norman's First Halloween

Level C / 53 words / fiction

High frequency words:

*am, be, said, to, too, want*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Norman and Danny dressed as for Halloween?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help the children find the words *said* and *want*.
- Find the words that may be new to them: *pumpkin*, *wizard*, and *witch*.

## 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 costume does Norman try first? What costume does Norman try last?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other costumes would you like Danny and Norman to try? What do you think Norman should be for Halloween?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students locate the words in quotation marks on each page. Discuss what that means.
- Have the students find the words for each costume: *pumpkin*, *shark*, *wizard*, and *witch*.

## Rereading for fluency

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

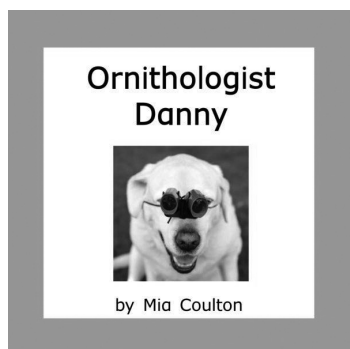
## Writing activity

- Have students write and complete the following sentence: "*'I want to be a \_\_\_\_\_,' said Norman.*" Then have them draw a picture to match the sentence.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

Halloween wouldn't be the same without pumpkins. In 2014, the top producing pumpkin states - California, Illinois, Michigan, New York, Ohio, and Pennsylvania - produced 1.31 billion pounds of pumpkins!

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Sequencing; Noticing punctuation (quotation marks).



# Ornithologist Danny

Level C / 64 words / fiction

High frequency words:

*am, big, for, like, look, on, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Danny have over his eyes? What do you think an ornithologist does?"

## 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: *ornithologist, listen, and scientist*. 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.

## After reading

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

### FUN FACT

Ostrich eyes are the largest of any animal that lives on land. Approximately the size of a billiard ball, their eyes are actually bigger than their brains ([mentalfloss.com](http://mentalfloss.com)).

- **Literal comprehension:** The answers are in the text. Ask, "What types of birds did Danny see on the fence? Which bird did Danny see flying through the air? How many birds did Danny see altogether?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What types of birds do you see where you live? Have you ever used binoculars? Why do you think Danny likes to use binoculars when looking at birds?"

## 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 with the *-ing* ending: *flying, going, looking, and sitting*.
- Have the children find the color words in the story: *black, blue, red, and yellow*.

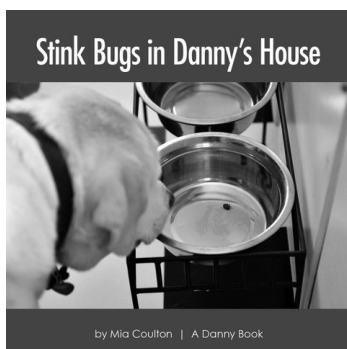
## Rereading for fluency

- 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 sentence: "I see a \_\_\_\_\_ bird sitting on the fence." Then have them draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Introducing base words with the *-ing* ending; Introducing color words in text; Rereading.



# Stink Bugs in Danny's House

Level C / 68 words / fiction

High frequency words:

*look, on, where*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a stink bug? How do you think Danny feels about stink bugs?"

## 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: *everywhere, stink, and toilet*. Have them clap and count the syllables in these multisyllabic words.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where did Danny find stink bugs in his house? What did Danny say to the stink bugs each time he would find them in his house?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Danny wanted the stink bugs out of his house? What do you do when you find a bug in your house?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words in the text: *floor-door, book-look, and eat-seat*.
- On separate cards, write each place Danny found stink bugs in his house: *book, floor, wall, door, toilet seat, food dish, and head*. Have the students put the cards in sequential order to match the text.

## 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 rhyming sentences: "I see a stink bug on the \_\_\_\_\_. I see a stink bug on the \_\_\_\_\_" Then have them draw a picture that corresponds to what they have written.

### FUN FACT

Stink bugs emit a foul odor whenever they feel threatened or when crushed. This method of defense proves to be a very successful tactic against any potential predators. Some people have compared the scent to that of cilantro, skunks, or apples with rice.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing rhyming words; Sequencing; Rereading.



# 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*.

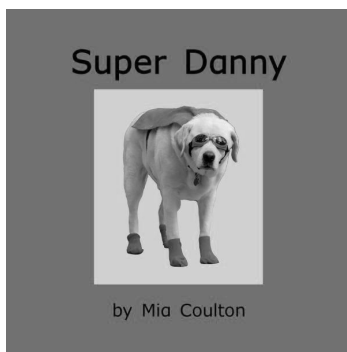
## Rereading for fluency

- 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.



# Super Danny

Level C / 35 words / fiction

High frequency words:

*am, and, get, go, my*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How is Danny dressed on the cover? Why do you think he is dressed that way?"

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find the high-frequency words: *I, am, go, and, and get.*
- Help the children find the words that may be new to them: *socks, goggles, belt, cape, and super.*

## 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

There may be as many as 400,000 trained service dogs in the United States. These Super Dogs help people with disabilities and do important jobs in public safety.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny get from the dresser drawer? What did he get from the bathtub? What did he get from the closet and kitchen?" Have the students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What other household items do you think Super Danny could use to add to his costume?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- *Goggles, super, and Danny* are two-syllable words. Have the students clap and count the syllables.

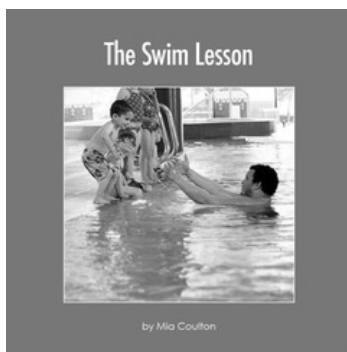
## Rereading for fluency

- 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 the students draw Super Danny and write a caption under the picture. An example is: "*I am Super Danny.*" 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:** Using meaning to connect pictures to text; Introducing new words; Finding and clapping two-syllable words.



# The Swim Lesson

Level C / 19 words / fiction

High frequency words:

*can, did, do, it, the*

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What did the teacher say to the boy at the beginning of the lesson? What did the boy say after he jumped into the pool?" Have students read the pages that support their answers.

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

## Word work

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

## Rereading for fluency

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

## Writing activity

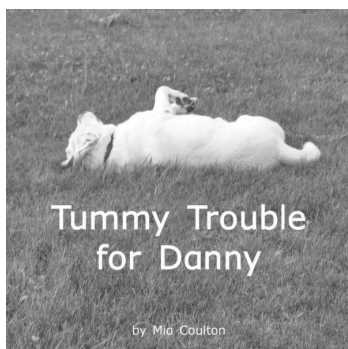
- Have students write a sentence about a time when they said, *"I did it!"* Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

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

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





# Tummy Trouble for Danny

Level C / 50 words / fiction

High frequency words:

*are, at, for, look, me, no, on, to, up*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the cover? What does the title suggest about why Danny is on his back?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *look*.
- Have the children find the words that may be new to them: *apples, trouble, and crab*.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where Danny sees the crab apples up in the tree? Can you find the page where Danny eats the crab apples?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you think a crab apple tastes like? What did Danny think of the crab apples?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students find the rhyming words *plop* and *drop*.
- *Crab* has a *cr* beginning. Have students make the *cr* sound. Ask students to think of other words that begin with *cr* (*crawl, crack, and crayon*).

## 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.

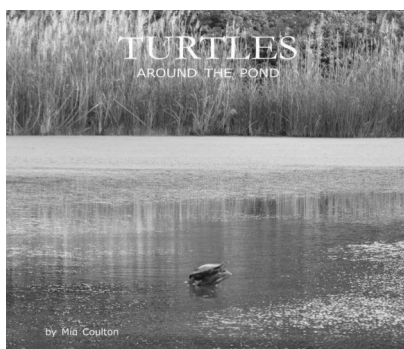
## Writing activity

- Have students write the sentence: "*Danny likes to eat crab apples.*" 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

**Apples are good for dogs. They clean teeth, freshen breath, and are a good source of fiber and Vitamins A and C.**

**Teaching Points:** Introducing new words; Cross-checking difficult words with pictures and story meaning; Rereading; Practicing the *cr* sound at the beginning of a word; Introducing rhyming words that end with *-op*.



# 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*).

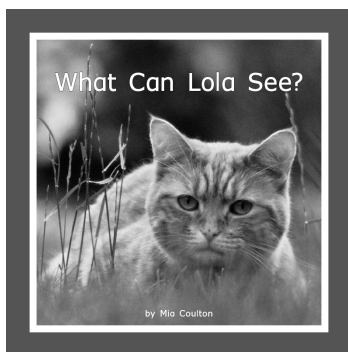
## Rereading for fluency

- 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.



# What Can Lola See?

Level C / 50 words / fiction

High frequency words:

*at, now, on, she*

## Before reading

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

## Look through all the pictures

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

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

Cats use their eyes to communicate.

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

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What did Lola see in the garden? What did Lola see in the grass?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is the strangest thing you've ever seen outside your house?"

## Word work

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

## Rereading for fluency

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

## Writing activity

- Have students write and complete the following sentence: "*Lola is looking at a \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Sequencing; Rereading.

## The Yellow Coat



by Mia Coulton  
illustrated by D.B. Campbell

# The Yellow Coat

Level C / 46 words / fiction

High frequency words:

*all, and, are, at, away, for, he, here, his, is*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who has a yellow coat? What else can you see on the cover of the book?"

### Look through all the pictures

- Using the language in the story, discuss what the farmer and the cows are doing in each picture.
- Have the children find the words that may be new to them: *coat, farmer, and yellow*. Have the children locate these words by predicting how the words begin or end.

### Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

Cows are good at making other cow friends. Cows naturally form into groups called herds because they are social animals. They also form bonds, preferring the company of some cows while avoiding the company of others.

### After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you compare the locations of the yellow coat on pages 2, 6 and 12? Where does the yellow coat go?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think the yellow coat got out into the barnyard with the cows? Why do you think the cows took the farmer's coat?"

### Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the word *coat*. Think of some other words that have the -oat ending (*boat, float, goat, and moat*).

### Rereading for fluency

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

### Writing activity

- Have the students write and complete the following sentence: "The farmer has a \_\_\_\_\_." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

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