

# 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.

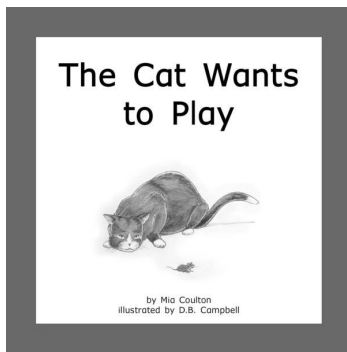
## Writing activity

- 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.



# 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.



# 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

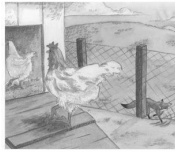
- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at the point of difficulty.

## 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).

## The Chickens and the Fox



by Mia Coulton  
illustrated by D.B. Campbell

# The Chickens and the Fox

Level D / 50 words / fiction

High frequency words:

*a, and, are, come, for, here, in, see, the*

### Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a chicken? What are chickens like? What do they eat? What do foxes look like? What do you think foxes eat?"

### Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find and clap the two-syllable words: *chickens, going, looking, and away.*

### Reading the text

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

### After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Where are the chickens at the beginning of the story? Where do they go on page 4? Who follows them? What do the chickens do?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do the chickens chase the fox away? What do you think the fox would do if the chickens had let him stay?"

### Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the children find the word *yard* by predicting the beginning and ending sounds. Point out the /ar/ sound in the middle of the word. Discuss other words that have the /ar/ sound (*far, car, bar*).
- Point out the contracted word *don't* on page 12. Briefly explain contractions. Ask the students what two words the contraction *don't* represents.

### Rereading for fluency

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

### Writing activity

- Write the word *yard* on the board. Have each student write a sentence that includes the word *yard*. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

Foxes have a lot in common with cats. They both have vertical shaped pupils, sensitive whiskers, and spines on their tongues. They also move and hunt on their toes while stalking and pouncing on their prey.

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the /ar/ sound; Introducing contractions.



# 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.

## 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

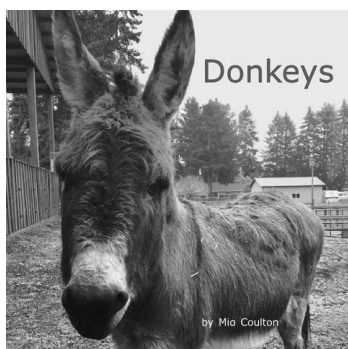
- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

### 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.





# Donkeys

Level D / 61 words / informational text

High frequency words:

*and, away, big, has, with*

## Before reading

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

## Look through all the pictures

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

## Reading the text

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

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What do donkeys like to eat? Which is bigger, a donkey or a horse?" Have students read the pages that support their answers.

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

## Word work

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

## Rereading for fluency

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

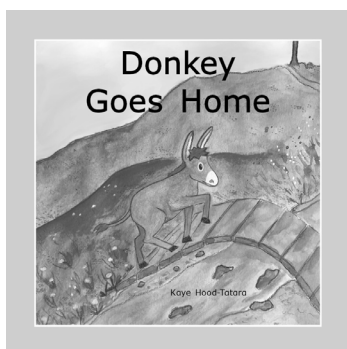
## Writing activity

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

### FUN FACT

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

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



# 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

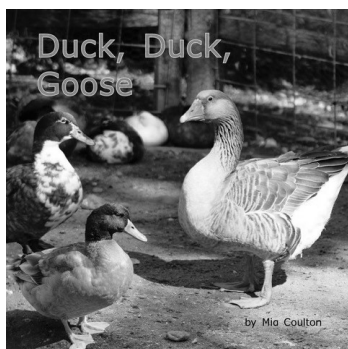
- Have students complete the following sentence with a prepositional phrase from the story: "*Donkey went \_\_\_\_\_*." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### 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.





# 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

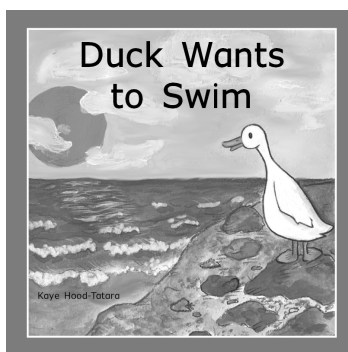
- Write the words *duck* and *goose* on the board. Have the students write *Here is a \_\_\_\_\_*. and pick one of the words (*duck* or *goose*) to complete the sentence. Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent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



# Duck Wants to Swim

Level D / 103 words / fiction

High frequency words:

*look, right, this, want, where*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Duck? What are some things that ducks like to do? What else do you know about ducks?"

## Look through all the pictures

- Using the language in the story, discuss where Duck is and what he is doing in each picture.
- Ask the children to find the water words and pictures in the story: *puddle, river, lake, pond, and pool*. Discuss the differences between each one.

## 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 Duck look to find a place to swim? Where did he end his search?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why was the pool Duck's favorite place to swim? Of all the places Duck went to swim in the story, which would be your favorite? Why? Where are some other places to swim? Why do you think Duck likes to swim?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- On separate cards, write each place Duck went to swim in the story. 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.

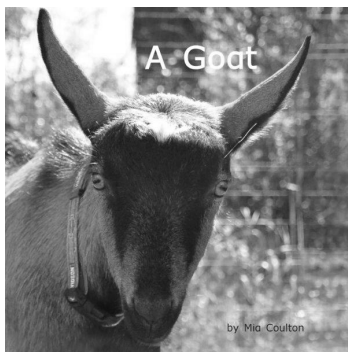
## Writing activity

- Have the students write and complete the following sentences: "Look! I see a \_\_\_\_\_. I want to swim." 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 group of ducks is called a raft,  
a team, or a paddling.

**Teaching Points:** Introducing new words; Introducing water words; Sequencing; Rereading.



# 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.

## I Like Flowers



by Mico 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*.

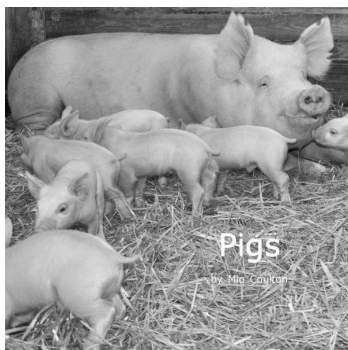
### Rereading for fluency

- 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.



# Pigs

Level D / 77 words / informational

High frequency words:

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

## Before reading

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

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *are, come, and with*.
- Have the children find the words that may be new to them: *piglets, cool, muddy, snout, and roll*.
- Find the words ending in *-ing*: *eating and sleeping*.

## Reading the text

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

### FUN FACT

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

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What do pigs like to do? What are baby pigs called? Why do pigs roll in the mud?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would it be like to have a pig?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words in the text: *baby, muddy, eating, sleeping, and piglets*.
- Point out that the 's in *pig's* on page 6 means possession, showing that the nose belongs to the pig.

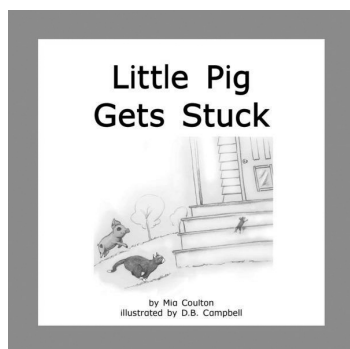
## Rereading for fluency

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

## Writing activity

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

**Teaching Points:** Introducing new words; Introducing possessive words with the 's ending; Introducing words with the -ing ending; Rereading; Finding and clapping two-syllable words.



# Little Pig Gets Stuck

Level D / 62 words / fiction

High frequency words:

*little, play, run*

## Before reading

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

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *little, play, and run*.
- Have the children find the rhyming words *house* and *mouse*.

## Reading the text

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

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who is chasing the mouse? Who is chasing the cat? What happens to little pig?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did the mouse run into the house? What would have happened if that cat had caught the mouse? What could have happened if little pig hadn't gotten stuck?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words: *little, resting, and running*.

## Rereading for fluency

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

## Writing activity

- Have each student write and complete the following sentences: "The cat is in the house. The pig is in the \_\_\_\_." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

### FUN FACT

**How fast can a pig run?**  
**Pigs are sprinters and can attain their top speed in just a few strides.**  
**Domestic pigs average a top speed of about 11 miles per hour.**

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