



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.

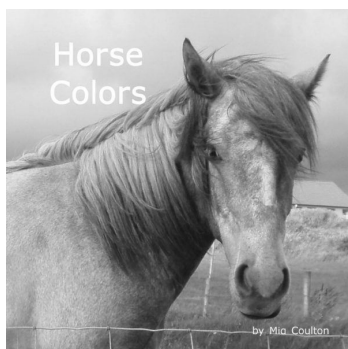
Writing activity

- 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.



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.

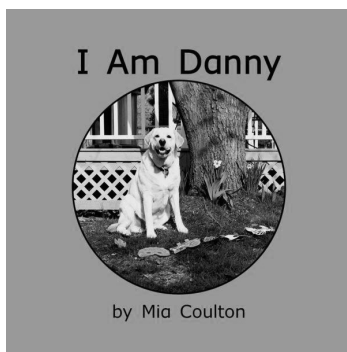
Writing activity

- 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 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.

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.

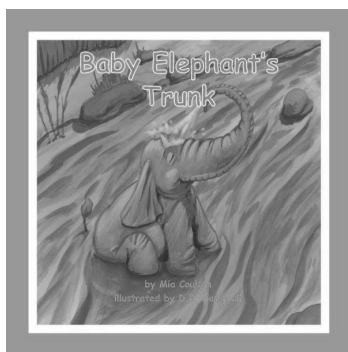
Rereading for fluency

- 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.



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.

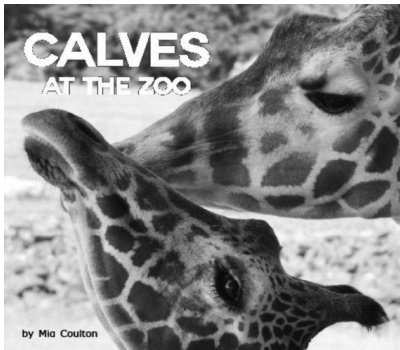
Writing activity

- 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.

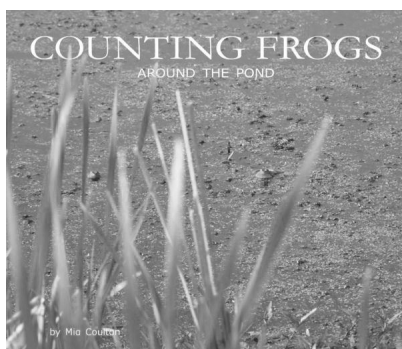
Rereading for fluency

- 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.



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.

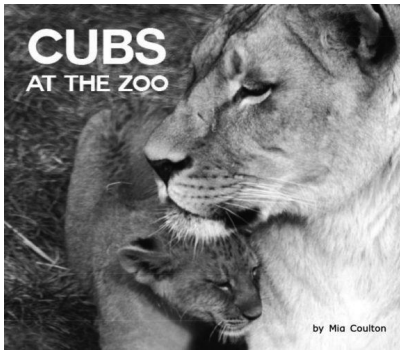
Writing activity

- 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.



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 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*.

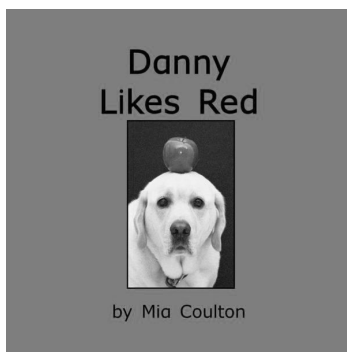
Rereading for fluency

- 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 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.

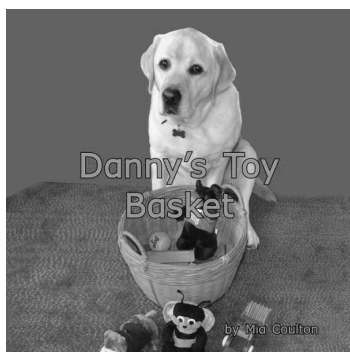
Writing activity

- 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'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*.

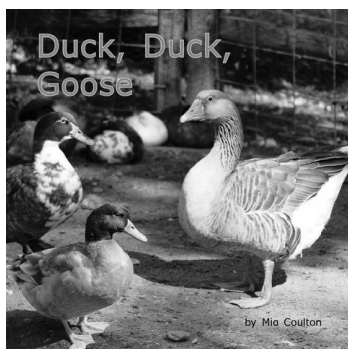
Rereading for fluency

- 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.

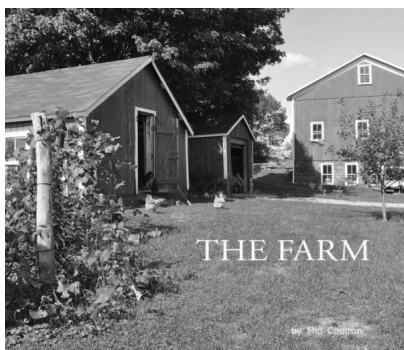
Writing activity

- 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.

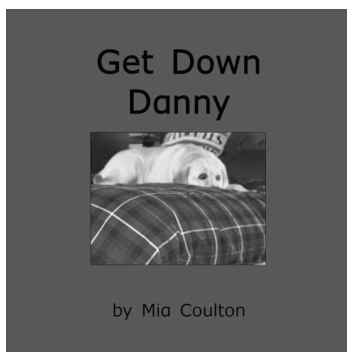
Rereading for fluency

- 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.



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.

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*.

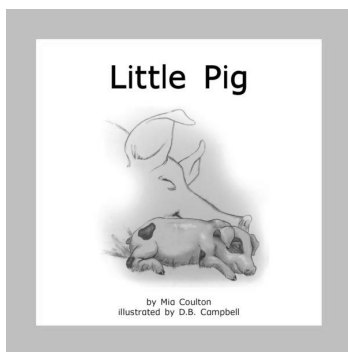
Rereading for fluency

- 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*.

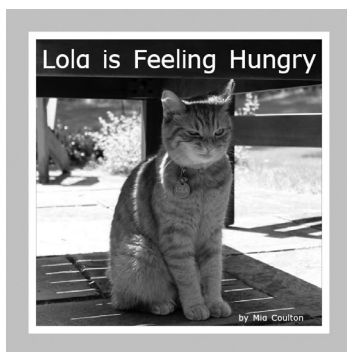
Rereading for fluency

- 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.

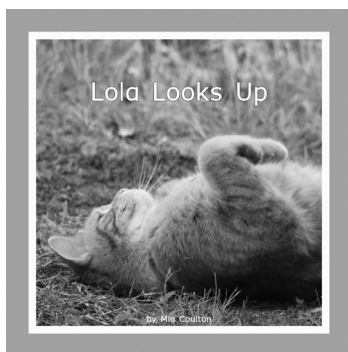
Rereading for fluency

- 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.

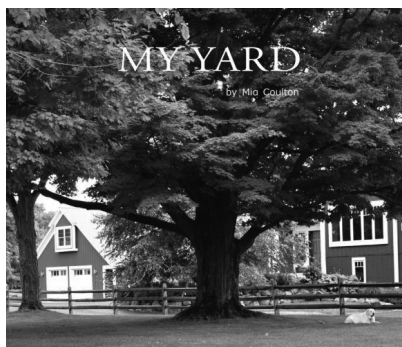
Rereading for fluency

- 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.



My Yard

Level B / 26 words / informational text

High frequency words:

and, big, little, see

Before reading

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

Look through all the pictures

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

Reading the text

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

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Name one of the yard animals from the book. Find the page about that animal and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "What other animals or items might you find in a yard?"

Word work

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

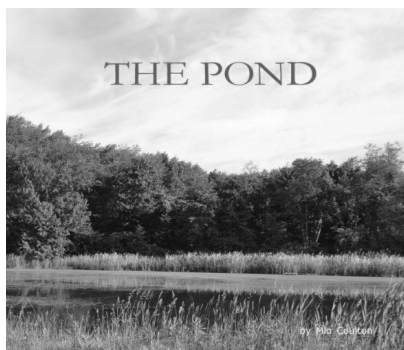
Rereading for fluency

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

Writing activity

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

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



The Pond

Level B / 48 words / informational text

High frequency words:

a, around, in, live, the

Before reading

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

Look through all the pictures

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

Reading the text

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

FUN FACT

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

After reading

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

- **Literal comprehension:** The answers are in the text. Ask, "What lives around the pond? What lives in the pond?" Have the children read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do birds, snakes, and frogs live around the pond?"

Word work

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

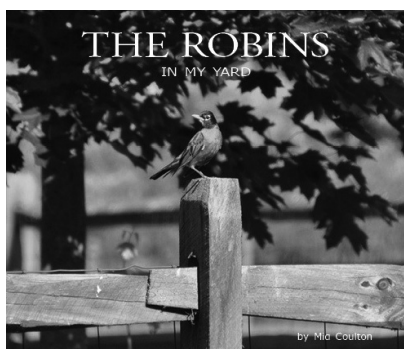
Rereading for fluency

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

Writing activity

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

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



The Robins in My Yard

Level B / 30 words / informational text

High frequency words:

a, are, in, is, on, the

Before reading

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

Look through all the pictures

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

Reading the text

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

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What is in the nest on page 11? Find page 11 and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "Robins are excellent builders. What materials do you think the robin used to build this nest?"

Word work

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

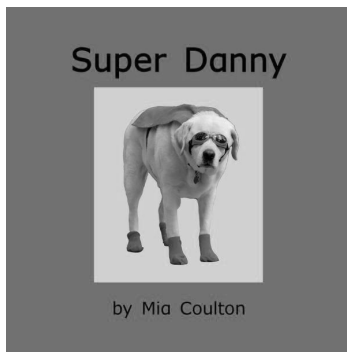
Rereading for fluency

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

Writing activity

- On the board, write the sentence: "*The robin is in the nest.*" Create a list of words that could be substituted for *robin* (*bird, egg, baby bird, ball*). Have the students rewrite the sentence by replacing *robin* with a word from the generated list. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Sequencing; Introducing new words; Matching words to print, one to one.



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 Zoo

Level A / 52 words / informational text

High frequency words:

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

Before reading

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

Look through all the pictures

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

Reading the text

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

After reading

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

- **Literal comprehension:** The answers are in the text. Ask, "What are some animals the child telling the story saw at the zoo?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

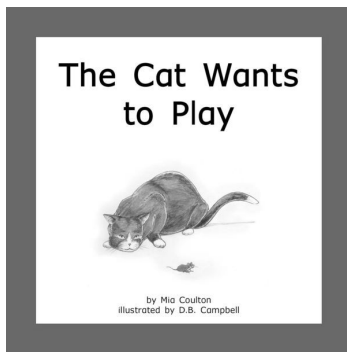
Writing activity

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

FUN FACT

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

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



The 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*.

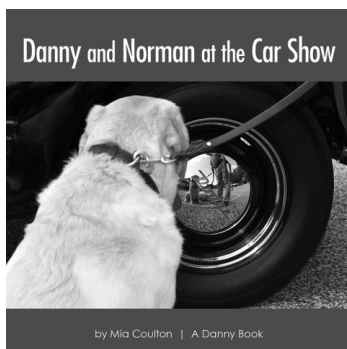
Rereading for fluency

- 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).



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 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 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 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 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?

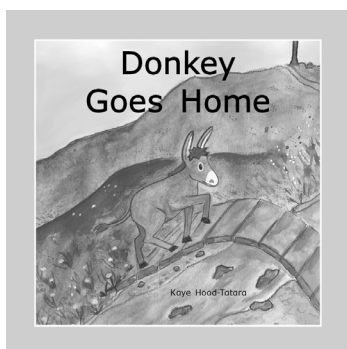
Rereading for fluency

- 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.

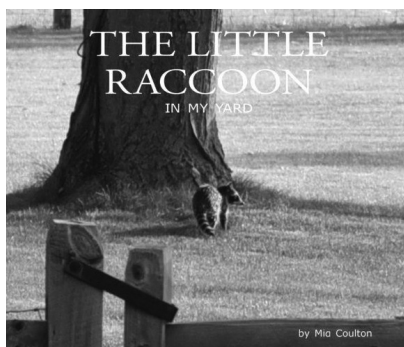
Writing activity

- 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.



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.

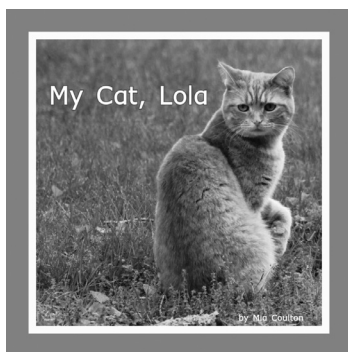
Writing activity

- 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.



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.

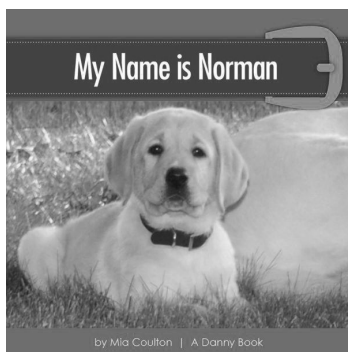
Writing activity

- 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.

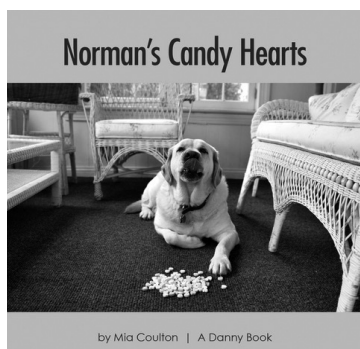
Rereading for fluency

- 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.



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.



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*.

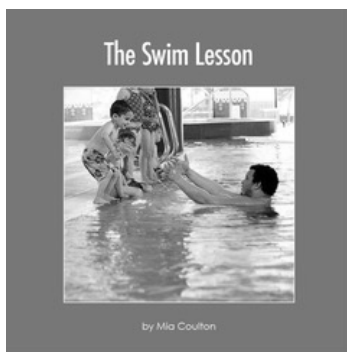
Rereading for fluency

- 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.



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.

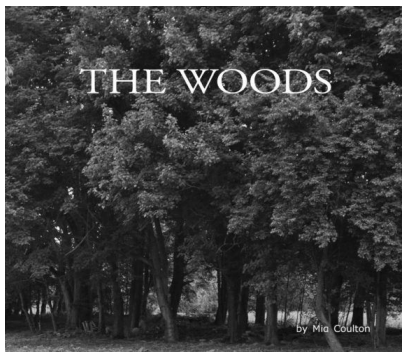
Writing activity

- 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).



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*).

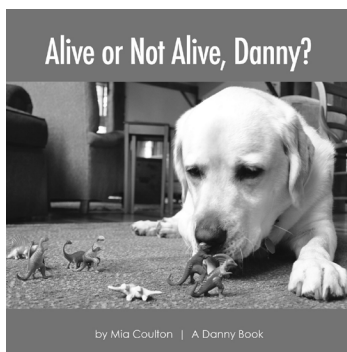
Rereading for fluency

- 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.



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*.

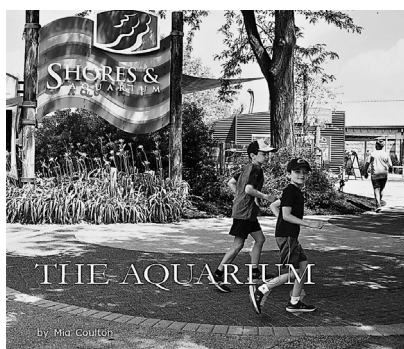
Rereading for fluency

- 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.

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*.

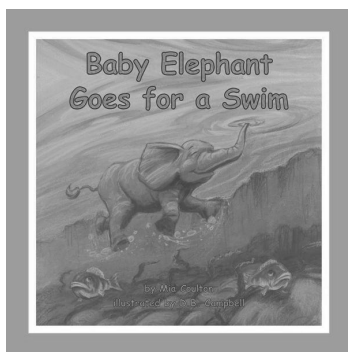
Rereading for fluency

- 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.

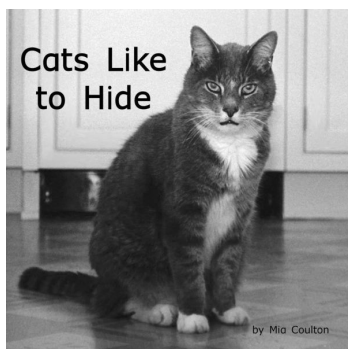
Writing activity

- 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.



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.



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*.

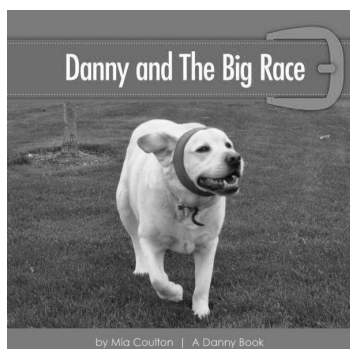
Rereading for fluency

- 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 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.

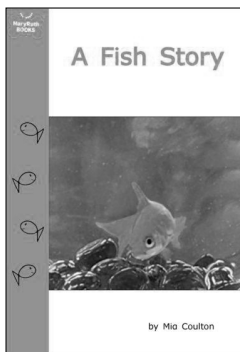
Rereading for fluency

- 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.



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.

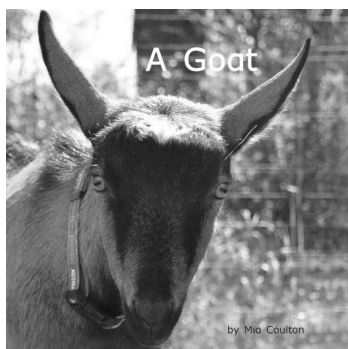
Writing activity

- 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.



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.

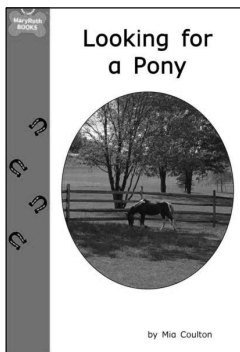
Writing activity

- 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.



Looking for a Pony

Level D / 47 words / fiction

High frequency words:

I, am, look, the, see

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see in the cover picture? Who do you think will be looking for a pony?"

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: *pony, trot, and swishing*.
- Find the words ending in *-ing*: *going, eating, swishing, trotting, running, and dancing*.

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

Ponies are small horses. They have shorter heads and legs than horses, and thicker necks, manes and tails. Because of their build, ponies are very strong.

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 the pony swishes his tail? Can you find the page where the pony is trotting?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever heard of a dancing pony? Why do you think a pony would dance?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students use their fingers to frame the base words from each of the *-ing* words: *go, eat, swish, trot, run, and dance*. These are all action words (verbs).

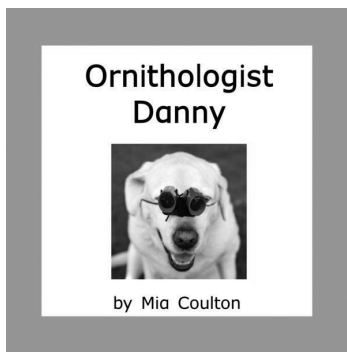
Rereading for fluency

- 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 the following sentence: "*The pony is dancing.*" 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; Rereading; Introducing the *-ing* ending; Introducing action words (verbs).



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).

- **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*.

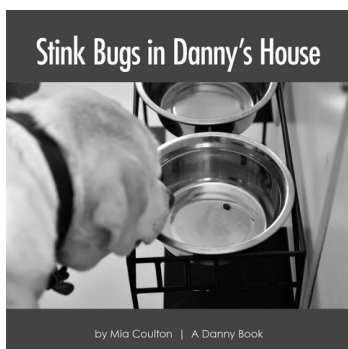
Rereading for fluency

- 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.

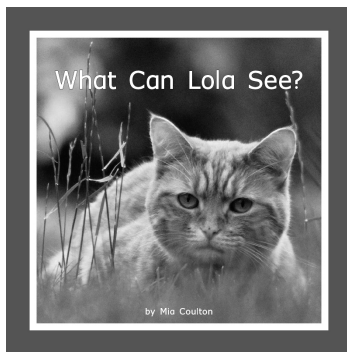
Writing activity

- 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.



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*).

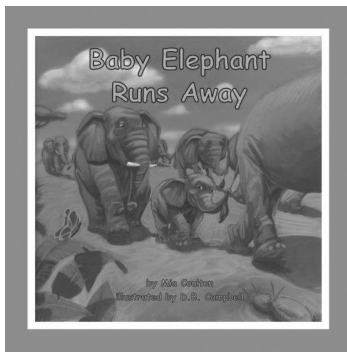
Rereading for fluency

- 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.



Baby Elephant Runs Away

Level D / 58 words / fiction

High frequency words:

are, at, come, down, is, look, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where will Baby Elephant go if he runs away? What could happen if he leaves Mother Elephant?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the following words by predicting what sounds they hear and what letters they expect to see: *river, mouse, and safe*.

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 notice students using correctly.

FUN FACT

Baby elephants stay close to their mothers for the first months of their lives. They recognize their mothers by touch, sound and smell because they don't see very well when they are young.

- **Literal comprehension:** The answers are in the text. Ask, "Where are the elephants going? What did Mother Elephant say when she could not find Baby Elephant? What did Baby Elephant see in the grass?" Have the children find support for their answers within the text.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Baby Elephant run away? How did he feel when he saw a mouse? Why did he run back to Mother Elephant?"

Word work

- Have students locate high-frequency words in the text and practice writing them.
- Help the students locate the multisyllabic words: *elephant, running, going, into, and river*. Clap and count the syllables.
- Find the word *mouse*. Explain that the *ou* in *mouse* is the same as the *ou* in *house* and sounds like /ow/.
- Have the children find the quotation marks in the story. Explain how and why these marks are used.

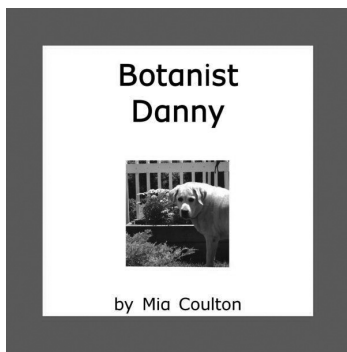
Rereading for fluency

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

Writing activity

- Write the words *Baby Elephant* and *Mother Elephant* on the board. Have each student write a sentence about Baby Elephant or Mother Elephant.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ow/ sound; Noticing quotation marks.



Botanist Danny

Level E / 59 words / fiction

High frequency words:

am, are, at, but, do, going, here, is, it, like, look, not, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "A *botanist* is a scientist who studies plants. What do you know about plants? Can you name a few different types of plants? How can plants be useful to people?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *botanist*, *scientist*, *flowers*, and *poison*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Danny do to the first plant he finds? What plant does Danny find next? What is the third plant Danny finds?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Read the *poison ivy* poem in the book. Ask, "What do you think this poem means? What could happen if you touched poison ivy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find the rhyming words in the poison ivy warning, "*Leaves of three, leave them be.*" The words *leaves* (more than one leaf) and *leaves* (to go away) are *homophones*, two words that sound the same, but mean two different things.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

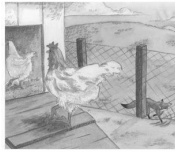
- Write: "*Leaves of three will not touch _____!*" on the board. Ask the students to write and complete the new poison ivy warning rhyme. Then have them draw a picture that corresponds to what they have written.

FUN FACT

Plants make life on Earth possible. They help regulate the water cycle, provide oxygen to breathe, and are the basis of the food chain that keeps all life on Earth supported. Hooray for plants!

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

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.

Cookies for Danny



by Mia Coulton

Cookies for Danny

Level D / 58 words / fiction

High frequency words:

are, here, his, no, some, too, yes, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is on the cover? What does it look like Grandma Ruth is 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 words *yes* and *no*.
- Ask the children to find the words with the /uu/ sound: *looking*, *book*, and *cookies*. Have them say the words *look*, *book*, and *cook* to hear the /uu/ 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.

FUN FACT

Smiling is contagious. So are our other facial expressions. It is believed that we mimic the facial expressions of the people around us because it helps us understand their feelings and state of mind.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why is Danny sad at the beginning of the book? How does he feel at the end of the book? How do you know?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Grandma Ruth feels when she sees that Danny is sad? Which cookie do you like the best? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the feeling words in the text: *happy*, *sad*, and *mad*.

Rereading for fluency

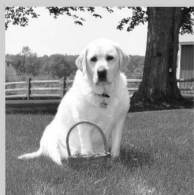
- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

Writing activity

- Write the following sentence on the board: "Danny likes to eat his _____ cookie." Have each student copy and complete the 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: Introducing new words; Introducing words about emotions; Practicing the /uu/ phoneme.

Dandelion Danny



by Mia Coulton

Dandelion Danny

Level D / 76 words / fiction

High frequency words:

have, one, put, them, two, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Danny's basket? What do you think he will do with all of those dandelion flowers?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the students find the word *crown* by predicting how the word begins. Ask them to name other words that start with the *cr* sound (*crow, crayon, 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.

FUN FACT

The dandelion is a very useful herb. Every part of the dandelion plant may be used as either a food or as a natural medicine.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How many dandelions does Danny have in the beginning of the story? Where does he put all the dandelions?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why does Danny pick the flowers? How many flowers do you think you would need to make your own flower crown?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words in the text: *dandelion* and *basket*.

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: "Danny likes to put dandelions in his ____." 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: Introducing new words; Finding and clapping multisyllabic words; Practicing the *cr* sound; Rereading.

Danny and the Corn Maze



by Mia Coulton

Danny and the Corn Maze

Level D / 47 words / fiction

High frequency words:

at, come, do, get, look, no, that, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to a corn maze? What do you think Danny will do at the corn maze? What time of year do you think it is?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words *pumpkin* and *corn* by predicting 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 notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What season is it in the story? What questions does Danny ask when he is in the corn maze?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny feels when he says, 'Oh no!' on page 8? Why do you think he feels that way? How would you feel if you got lost in a corn maze? What would you do?"

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: *pumpkins*, *running*, and *into*.
- Have the children find the question 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 write and complete the sentence: "*In the fall, Danny likes 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.

FUN FACT

The first corn maze, called The Amazing Maize Maze, was created by the American Maze Company, led by Don Frantz, in Annville, Pennsylvania in 1993.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Noticing question marks; Rereading.

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.

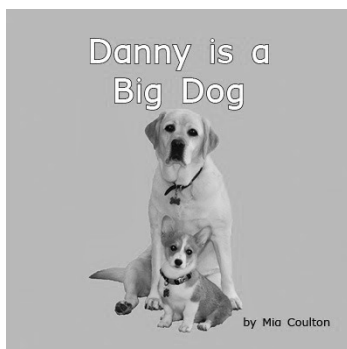
Writing activity

- 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*).

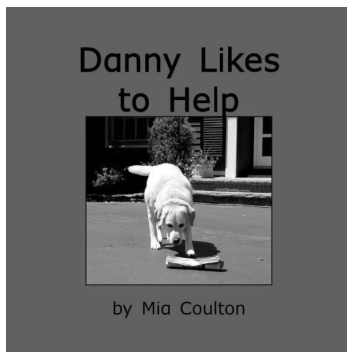
Rereading for fluency

- 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 Likes to Help

Level D / 60 words / fiction

High frequency words:

at, come, get, help, of, out

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does it look like Danny is doing on the cover? How is he helping?"

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 *get* and *help*.
- Have the children find the words *clean* and *dishes* by predicting 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 notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How is Danny helping Dad in each picture?" Have the students read the pages that support each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you help at home? If you have a pet, which chore do you wish your pet would help with? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words: *newspaper*, *dishes*, and *hammock*.
- On separate cards, write each way Danny helps 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 each student each write and complete the following sentence: "*Danny likes to help Dad with 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

A recent study published in *Scientific Reports* shows evidence that dogs are among a very small number of animals that will perform unselfish acts of kindness for others without the promise of a reward.

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

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's Birthday Wishes



by Mia Coulton

Danny's Birthday Wishes

Level D / 46 words / fiction

High frequency words:

and, big, for, make, run

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing on his head? What do you think he is celebrating? What do you think Danny wants for his birthday?"

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 *make* and *run*.
- Have the children find the words that may be new to them: *belly*, *chase*, and *wishes*.

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 does Danny want for his birthday?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny would feel if he didn't get what he wished for as a gift? How would you feel? Has that ever happened to you?"

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 with double letters: *belly* and *happy*.
- On separate cards, write each wish Danny has for his birthday. 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

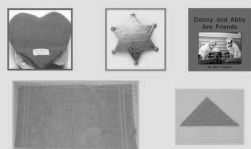
- Have each student each write the following sentence: "Danny wants a _____ for his birthday." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

In the U.S., more people are born on October 5 than on any other day. In the U.S., the least common birth date is May 22nd (excluding leap years).

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Introducing double consonants; Sequencing; Rereading.

Danny's Favorite Shapes



by Mia Coulton

Danny's Favorite Shapes

Level F / 95 words / fiction

High frequency words:

eat, of, one

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What shapes can you see on the cover? What color is each of the shapes?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *square, triangle, rectangle, badge, favorite, and towel*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Many animals can detect differences in shapes, but dogs are particularly good at it. In tests, dogs have been trained to respond to complex shapes, including the written words *sit, down, and come*.

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 shape and color is Danny's towel? What shape and color is Danny's cheese? What shape and color is Danny's badge?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite shape? Can you name three things that are that shape?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is*.
- Find and discuss the words with the /ee/ phoneme: *cheese, Bee, and green*. Using magnetic letters, make other words with the same pattern (*greet, beep, seed*).

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "A _____ is one of my favorite shapes." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ee/ phoneme; Rereading.

Danny's Five Senses



by Mia Coulton

Danny's Five Senses

Level D / 52 words / fiction

High frequency words:

can, here, is, no

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the front cover? What is it celebrating? 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 *here* and *no*.
- Have the children find the sensory words in the text: *hear, see, feel, smell, and taste*.

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 happened to Dad's cake? What did Dad say to Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he saw the cake on the floor? What do you think the cake tasted like?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the quotation marks and exclamation mark on page 10. Discuss and explain why the author used these tools.
- On separate cards, write each of the five senses Danny used with the cake. 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 sentences: "*Here is the cake. I can _____ the cake.*"
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

Animals have differences in how their receptors sense the world around them. For example, dogs and sharks have a terrific sense of smell; while cats can see very well in dim light.

Teaching Points: Introducing new words; Introducing sensory words; Noticing punctuation (exclamation marks and quotation marks); Sequencing.

Danny's Hair is Everywhere



by Mia Coulton

Danny's Hair is Everywhere

Level D / 38 words / fiction

High frequency words:

has, no, of, on, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in the grass all around Danny on the cover?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the students find the high-frequency word *where* in the compound word *everywhere*.
- Help the children find the words that may be new to them: *hair, chair, air, and stair*.

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 are some of the places that we see Danny's hair in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Is having hair all over the house a good thing or a bad thing? Why? What are some ways that Danny and Dad could remove the hair from all of the places where it isn't wanted?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words: *everywhere, hair, chair, air, and stair*. Have the students find the /air/ phoneme 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.

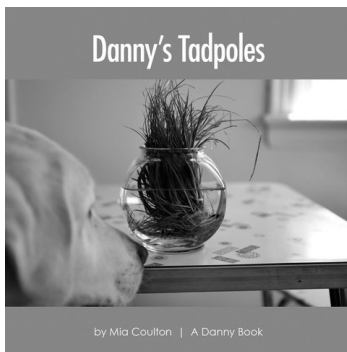
Writing activity

- Have each student write and complete the following sentence using a word that rhymes with *air*: "Danny's hair is on 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

Ten different words can be made from the word *therein* without rearranging any of the letters. Six of the letters are frequently used words. Can you find them? (Answer: *therein, the, there, he, her, here, herein, ere, rein, in*)

Teaching Points: Introducing new words; Practicing words with the /air/ phoneme; Rereading.



Danny's Tadpoles

Level D / 69 words / informational fiction

High frequency words:

at, are, one, put, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is looking at in the bowl? What do you know about tadpoles?"

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: *lettuce* and *tadpole*. 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.

FUN FACT

When Darwin's frog tadpoles hatch, a male frog swallows the tadpoles. He keeps the tiny amphibians in his vocal sac to allow them to grow. After 60 days, he then proceeds to cough up tiny, fully-formed frogs.

- **Literal comprehension:** The answers are in the text. Ask, "During what season of the year did Danny find tadpoles? What do tadpoles like to eat?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever watched a tadpole change into a frog? Why do you think frogs do not keep their tails?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help students find the word *frog* with the *fr* onset. Discuss and list more words with the *fr* beginning sound (*free, fry, frown, fruit*).
- On separate cards, write each stage of the frog's life cycle: *egg; tadpole with tail; tadpole with tail and legs; tadpole with tail, legs, and arms; tadpole with legs, arms, and shorter tail; frog*. Have the students put the cards in sequential order to match the text and the Frog Life Cycle illustration.

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: "One day I looked at the tadpole. The tadpole grew _____." Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *fr* onset; Introducing the Frog Life Cycle; Sequencing; Rereading.

Danny's Timeline



by Mia Coulton

Danny's Timeline

Level D / 73 words / fiction

High frequency words:

at, big, little, look

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a timeline? What do you think this story will be about?"

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 antonyms *big* and *little*.
- Have the children find the time words: *days*, *months*, and *weeks*.

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

By the age of one, a puppy is considered to be fully grown. In human years, this is the physical equivalent of being 15 years old.

- **Literal comprehension:** The answers are in the text. Ask, "How big was Danny when he was 14 days old? How big was he at 8 weeks? How big was he at 4 months?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny change in each of the pictures? What can Danny do now that he couldn't do when he was a little puppy?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students find and clap the two-syllable words: *getting*, *little*, *sleeping*, and *very*.
- On separate cards, write Danny's age or draw a picture for each step of the timeline. Have the students put the cards in sequential order to match the text.

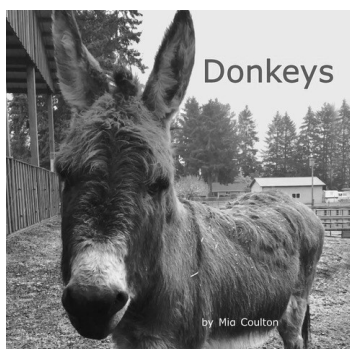
Rereading for fluency

- 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 sentences: "Look at me. I am _____. " 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 antonyms; Rereading; Finding and clapping two-syllable words; Sequencing.



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.

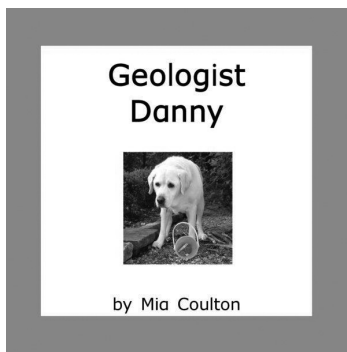
Writing activity

- 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.



Geologist Danny

Level E / 75 words / fiction

High frequency words:

and, big, it, on, put, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny has in his orange bucket? The word *geologist* is the scientific word for a person who studies the earth and its rocks (*geo* is Greek for earth + *logy* means the study of)."

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *geologist*, *scientist*, and *bucket*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

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 color is the biggest rock? How many rocks does Danny put in his bucket?" Have the students read the page that supports each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "What other colors might rocks be? What do you think is under the rocks on page 15?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the word *bucket* with the *et* ending. Discuss other words that end this way (*rocket*, *basket*, and *helmet*).
- Find and discuss the words with the */ck/* phoneme: *rock*, *pick*, *black*, and *bucket*. Using magnetic letters, make other words with the same sound (*clock*, *sick*, *pack*, *racket*).

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have the students write and complete the following sentence: "Danny picks up a _____ and puts it in his _____." Then have them draw a picture that corresponds to what they have written.

FUN FACT

One of the largest collections of rocks and gemstones in the world is at the Smithsonian Museum of Natural History in Washington, D.C. It houses nearly 10,000 gems and 350,000 mineral specimens.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing the *et* ending; Practicing the */ck/* phoneme; Rereading.

Grandma Ruth Feeds Her Friends



by Mia Coulton

Grandma Ruth Feeds Her Friends

Level D / 57 words / fiction

High frequency words:

come, here, me, she, we

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Grandma Ruth is doing in the picture on the cover? Who could her other friends be?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *feeds, calls, goats, birds, and kids*.

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

Goats are social animals that like to live in groups. They should not be kept alone. Goats make great companion animals for horses, cows, chickens, and other goats.

- **Literal comprehension:** The answers are in the text. Ask, "Who does Grandma Ruth give the red apple to? What does she call the baby goats? What does the author put on either side of the word "kids" to show that Grandma Ruth is talking?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Does Danny eat the same food as the birds or the baby goats? Why or why not? What do you think Grandma Ruth will feed Danny?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the names of the animals in this story.
- On separate cards, write the different animals Grandma feeds in the story: *chickens, horse, goats, ducks, birds, and Danny*. Have the students put the cards in sequential order to match the text.

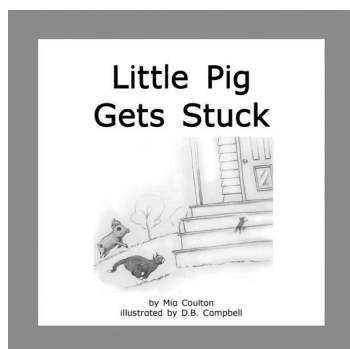
Rereading for fluency

- 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 sentence: "Grandma Ruth feeds 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.

Teaching Points: Introducing new words; Introducing animal words; Rereading; Sequencing.



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.

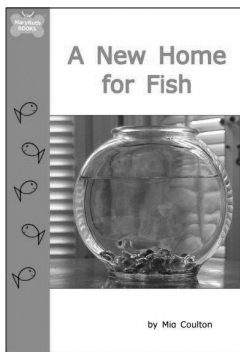
Writing activity

- 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.



A New Home for Fish

Level D / 63 words / fiction

High frequency words:

and, at, big, for, good, it, little, look, put, some, this

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Fish going to go? Do you think Fish is excited about moving?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *bowl, marbles, plant, and swim*.

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 is Fish's new home? How did Dad decorate Fish's new home?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Do you think Fish likes his new home? Have you ever moved? If so, what was it like? How would you decorate your new fish bowl if you were Fish?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students find and clap the two-syllable words: *little, marbles, and water*.
- On separate cards, write the different steps it took to get Fish's new home ready: *water, marbles, plants, then Fish*. 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 the following sentence: "*Fish has a new home.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Goldfish have a memory span of at least three months and can distinguish between different shapes, colors, and sounds.

Teaching Points: Introducing new words; Rereading; Finding and clapping two-syllable words; Sequencing.



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.

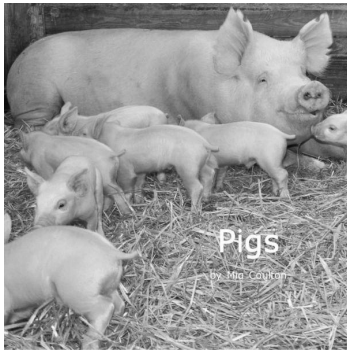
Writing activity

- 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).



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.

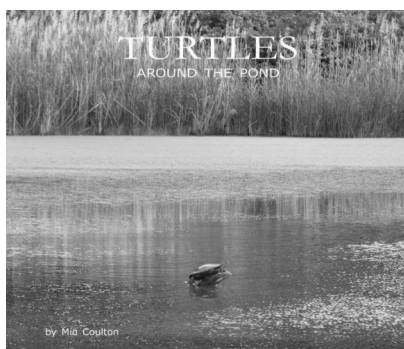
Rereading for fluency

- 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.



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*).

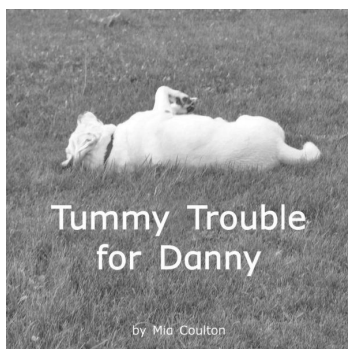
Rereading for fluency

- 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.



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*.



Bats in Danny's House

Level D / 59 words / fiction

High frequency words:

here, help, that, was, what

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is flying above Danny in the cover photograph? Have you ever seen a bat? What do you know about bats? Are they animals that we welcome into our homes?"

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: *help, here, and was*.
- Have the children find the words that may be new to them: *yells* and *cries*. Help students determine what it means when Danny *yells* and *cries* 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

Bats are natural bug zappers and play an important role in keeping nature's balance. A single brown bat can eat up to 1,000 mosquitoes in one hour.

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 sound does the bat make? How does Bee get the bat to leave the house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny feel about the bat in the house? How can you tell?"

Word work

- The words *that* and *bat* have the same at ending. Have the students list other words that end the same way (*cat, rat, sat, mat*).
- Have the students locate the *-ing* words *resting* and *flying*. Count and clap the syllables.
- Help the students locate the word *swish*. This word describes a sound. Have them create other words that end in *ish* (*fish, wish, dish*).

Rereading for fluency

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

Writing activity

- Have each student write the following sentences: "What is that? It's a bat!" 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 the *-ing* ending; Practicing the ending sounds *at* and *ish*; Noticing punctuation (question marks and exclamation marks); Finding and clapping two-syllable words.

A Birthday for Danny's Bee



by Mia Coulton

A Birthday for Danny's Bee

Level D / 78 words / fiction

High frequency words:

have, just, little, now, said, this, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Looking at the cover, how can you tell it's Bee's birthday? What does Bee have on the plate?"

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: *have, just, and little*.
- Have the children find the words that may be new to them: *birthday, inside, and cake*.

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, "Can you list all the things that Danny gives Bee in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Which item do you think Bee likes best? What would you give Bee for his birthday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the two-syllable words *today* and *birthday*. The word *birthday* is a compound word. Ask students to find the two words that make the word *birthday*.
- Have the students find the words: *made, cake, and named*. Point out the *long a* sound in each word.

Rereading for fluency

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

Writing activity

- Have each student write each birthday item from the story on a separate card: *hat, cake, card, and box*. Have them draw a picture on the card that matches each word, and then have the students put the cards in sequential order to match the text.
- Encourage the use of punctuation and independent attempts to spell words correctly.

FUN FACT

The most popular birthday month is August. Nearly 9% of all birthdays worldwide occur in August.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the *long a* sound; Introducing compound words; Sequencing.

Danny and Abby Play Hospital



by Mia Coulton

Danny and Abby Play Hospital

Level E / 60 words / fiction

High frequency words:

get, help, she, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Abby pretending to be? What do you think happened to Bee?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *hospital, doctor, better, and again*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

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 are Danny and Abby playing? Who pretends to be the nurse first? Who pretends to be the nurse second?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do doctors and nurses wear white? Have you ever been to a hospital?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pairs: *play-day* and *he-she*.
- Find and discuss the words with the /er/ phoneme: *hurt* and *nurse*. Using magnetic letters, make other words with the same sound (*burn, curd, burp, purse*).

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the sentence: "*Danny and Abby like to play _____.*" 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

Patients in Taiwan can check into a Hello Kitty-themed hospital.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Rereading; Practicing rhyming words.

Danny and Dad Read



by Mia Coulton

Danny and Dad Read

Level D / 61 words / fiction

High frequency words:

and, get, of, read

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where do you think Danny likes to read? Where did Danny and Dad go in the cover photo?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the students find the words that may be new to them: *hammock, stories, and library*.
- Ask the children to find the seasonal words and pictures in the story: *spring, summer, fall, and winter*.

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 do Danny and Dad like to read? Where do Danny and Dad go to get new books?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Of all the places Danny and Dad read in the story, which would be your favorite? Why? What are some other places Danny may like to read?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the multisyllabic words in the text: *hammock, library, scary, and stories*.
- On separate cards, write each place Danny and Dad read 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 each student each write and complete the following sentence: "Danny and Dad like to read _____." 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

The largest library in the world is The Library of Congress, with more than 158 million items on approximately 838 miles of bookshelves.

Teaching Points: Introducing new words; Practicing multisyllabic words; Introducing seasonal words; Sequencing.

Danny and the Little Bunny



by Mia Coulton

Danny and the Little Bunny

Level D / 78 words / fiction

High frequency words:

come, did, here, into, little, out, play, there, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What did Danny find in the grass? Have you ever found a bunny?"

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, out, and play*.
- Have the children find the words that may be new to them: *bunny, hiding, and 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.

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 does the bunny hide first? What does the bunny run down into? Why does Danny want the bunny to come out of the hole?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does the bunny hide? What do you think Danny will do with the bunny if he comes out? What would you do if you were the bunny?"

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 with double letters: *little, bunny, and Danny*.
- Point out the quotation marks on pages 4, 8, 10, and 12. Briefly explain quotation marks.

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 the following sentence: "Danny wants to play with the little bunny." 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

Have you ever seen a wild rabbit? More than half of the world's population of rabbits live in North America.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Introducing double consonants; Noticing punctuation (quotation marks).

Danny, Bee and the Skunk



by Mia Coulton

Danny, Bee and the Skunk

Level E / 70 words / fiction

High frequency words:

away, came, did, no, out, ran, run, that

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Take a look at the cover of this book. Who is on the cover with Danny and Bee? What do you know about skunks? Are they friendly to approach? What do you think might happen with the skunk in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *chase, skunked, P.U., and rescue*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

When frightened, skunks spray a stinky, oily liquid for up to ten feet from a gland under their tails.

- **Literal comprehension:** The answers are in the text. Ask, "What are Danny and Bee really chasing in the beginning of the story? What happens to Bee at the end of the story? Can you guess what it means to be *skunked*?" Have the students read the page that supports each answer.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever smelled a skunk smell? What does it smell like? Why do you think skunks spray a stinky smell?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, looked, skunked, and stopped*. This ending means that the action already happened. It happened in the past.

Rereading for fluency

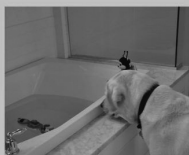
- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have the students draw a picture and write a sentence about Bee getting skunked.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing words with the *-ed* suffix; Introducing action words (verbs).

Danny's Game of Sink or Float



by Mia Coulton

Danny's Game of Sink or Float

Level D / 92 words / fiction

High frequency words:

and, at, look, play, said, will, with, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing in the cover picture? What is in the bathtub?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *boat, sinks, tub, and water*.
- Find and clap the two-syllable words: *Danny, water, floating, and playing*.

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 items floated when Danny put them into the tub? What items sunk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when Danny put him in the water? What would happen if Danny got into the water? What are some other items that would float if you put them into the tub? What are some other items that would sink?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the words with the *-ing* ending: *floating* and *playing*. Notice that these words are made up of the base word and the *-ing* ending.
- Point out the quotation marks throughout the text. Briefly explain quotation marks.

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.

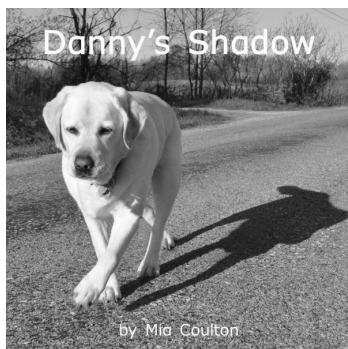
Writing activity

- Have each student write and complete the following sentence: "The _____ floated in the water." Then have them draw a picture that corresponds to what they have written.

FUN FACT

When an object floats, it pushes water out of the way. That's called *displacement*. But guess what? Water pushes back! The more surface area an object has, the more water pushes back against it, helping it float.

Teaching Points: Introducing new words; Noticing punctuation (quotation marks); Practicing words that end with *-ing*; Rereading; Finding and clapping two-syllable words.



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.

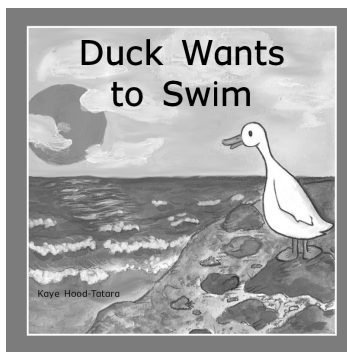
Writing activity

- 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.



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.

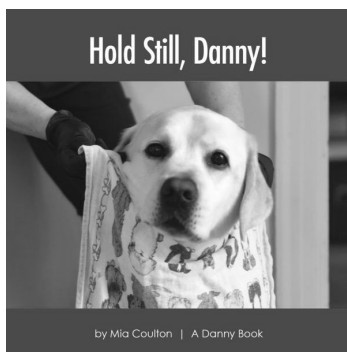
Writing activity

- 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.



Hold Still, Danny!

Level D / 75 words / fiction

High frequency words:

but, cut, did, do, get, little, said, want, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is happening to Danny on the cover? What does 'hold still' mean? Why do you think Danny will need to 'hold still'?"

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* and *said*.
- Have the children find the words that may be new to them: *haircut*, *hairdresser*, and *comb*. 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

Only a few mammals are regarded as being mostly hairless. These animals include elephants, rhinoceroses, hippopotamuses, walruses, pigs, whales, and naked mole rats.

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 the first dog to get a haircut? What does the hairdresser do to the little dog before cutting his hair? What does the hairdresser say to the little dog?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Do you think the little dog likes having his hair combed and cut? How can you tell?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the two smaller words that make up the compound words *hairdresser* and *haircut*.

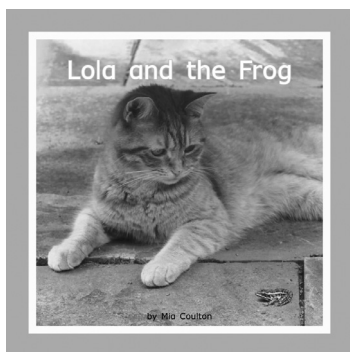
Rereading for fluency

- 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 his or her favorite part of this story and write a sentence describing what is happening in the drawing.
- Encourage the use of punctuation and independent attempts to spell words correctly.

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



Lola and the Frog

Level D / 50 words / fiction

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the high-frequency words: *come, out, and play*.
- Have the children find the word that may be new to them: *wherever*. Discuss, then clap and count the syllables.

Reading the text

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

FUN FACT

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

After reading

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

Word work

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

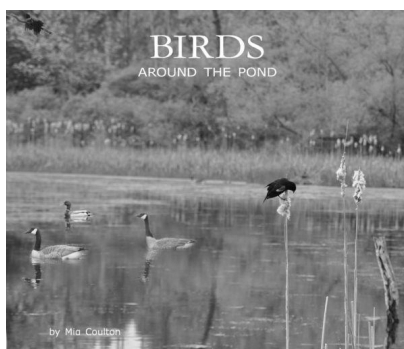
Rereading for fluency

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

Writing activity

- Have each student write the following sentences: "Where are you? Come play with me." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

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



Birds Around the Pond

Level H / 105 words / informational

High frequency words:

around, live, over, they

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "What types of birds have you seen outside? What types of birds have you seen around a pond?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *hawk, heron, Mallard, red-shouldered, and red-winged*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice and discuss the hyphenated words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

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

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What types of birds live around the pond? Which birds were swimming in the pond?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is the pond a good habitat for these birds? Would you like to live around the pond?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *flying, sitting, and swimming*.
- Find and discuss the compound words: *blackbird* and *cattail*.
- Point out the apostrophe in the word *bird's*. Explain that the 's means possession.

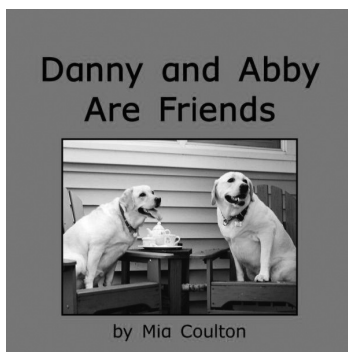
Rereading for fluency

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

Writing activity

- Have each student create a web diagram graphic organizer for birds around the pond. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing hyphenated words; Practicing words with the *-ing* suffix; Noticing compound words; Introducing possessive words with the 's ending; Rereading; Introducing the web diagram graphic organizer.



Danny and Abby Are Friends

Level E / 109 words / fiction

High frequency words:

have, her, run, she, sit, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is with Danny? What are they doing? What does it mean to be a friend?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text..
- Help the children find any tricky words in the text: *together, after, closet, and funny*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

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 Danny and Abby like to do together? How does Danny feel when he is with Abby?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What are some other things Danny and Abby may like to do together? What are some things you like to do with your friends?"

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 -er suffix: *bigger* and *faster*. The -er suffix is added to the end of a base word when comparing one thing to another.
- On separate cards, write each activity Danny and Abby like to do together. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

- Have each student each write and complete the following sentence: "*Danny and Abby like to _____ together.*" 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

"I get by with a little help from my friends."
- The Beatles

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing the -er suffix; Sequencing.

Danny and Abby Play Tag



by Mia Coulton

Danny and Abby Play Tag

Level E / 76 words / fiction

High frequency words:

are, come, now, of, she, when, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Abby doing? Have you ever played tag?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *mowing*, *shouts*, and *making*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

Did you know that gorillas play tag?

Researchers have found that apes sneak up on their rivals, hit them on the head, and then run away as fast as they can. The 'hit and run' attacks often lead to full-scale games of tag, in which the animals take turns chasing each other (www.dailymail.co.uk).

- **Literal comprehension:** The answers are in the text. Ask, "Whose idea is it to play tag? Who gets tagged first? Who gets tagged second? Who is the last one tagged?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Dad wanted Danny and Abby to play tag? How does it feel to be it?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *making*, *mowing*, and *resting*.
- Point out the apostrophe in the word *let's*. Briefly explain that an apostrophe is used to create the contraction for *let us*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student copy and complete the sentence: "Danny is it. He tags _____." Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Sequencing; Introducing words ending with the *-ing* suffix.

Danny and Bee Play Together



by Mia Coulton

Danny and Bee Play Together

Level D / 84 words / fiction

High frequency words:

are, have, on, play, where, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do Danny and Bee like to do together? How do you think Danny feels about Bee?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *gentle, mouth, and sometimes*.

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

The most common way a mother dog carries her young is by the scruff of the neck. The scruff is the loose skin behind a puppy's head. A mother dog knows how to carry puppies so she doesn't cause them pain or fear.

- **Literal comprehension:** The answers are in the text. Ask, "Can you list all the ways that Danny carries Bee in the story? Where does Bee hide when they play hide and seek?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How does Danny treat Bee when they play together? If Bee could talk, what might Bee say about Danny?"

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: *gentle, outside, playing, and sometimes*.
- Point out the question mark on page 10. Briefly explain question marks.

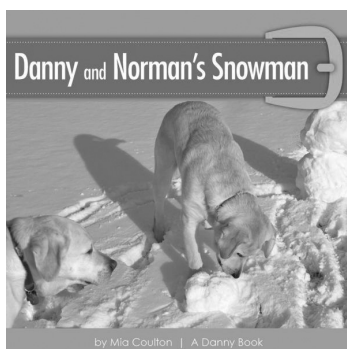
Rereading for fluency

- 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 sentence on the board: "Danny and Bee like to play together." Have each student copy the sentence and then draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Noticing question marks: Rereading.



Danny and Norman's Snowman

Level E / 125 words / fiction

High frequency words:

are, but, come, get, help, no, now, run, what, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What season is it in this story? What do you think will happen when Danny and Norman try to build a snowman?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *carrot*, *Norman*, and *snowman*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

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 are the four things that Danny and Norman put on the snowman? What happens to the snowman's nose?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever made a snowman in the snow? What else do you like to do in the snow?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *to*, *too*, and *two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

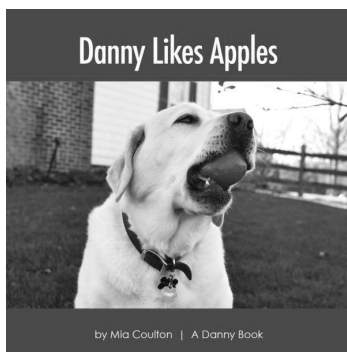
Writing activity

- On separate cards, write the four items Danny and Norman use to decorate the snowman. Have the students put the cards in sequential order to match the text. Then have them copy and complete the following sentence with one of the cards: "*Here is a _____ for the snowman.*" Have them draw a picture that corresponds to what they have written.

FUN FACT

The biggest snowman ever created was in Bethel, Maine, in 2008. The snow-woman, named Olympia, was 122 feet tall, had pine trees for arms, and a mouth made out of car tires.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Sequencing; Introducing the *to*, *too* and *two* homophones.



Danny Likes Apples

Level D / 59 words / fiction

High frequency words:

big, can, eat, green, red, yellow

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at the cover. What does Danny have in his mouth? What will he do with it? Do you eat apples? Do you like them? Do you think Danny will?"

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 color words: *red, green, and yellow*.
- Have the children find the words that may be new to them: *appleseed, tart, and sweet*. 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

Johnny Appleseed traveled through Ohio and Indiana planting and selling apple trees to American settlers in the mid 1800s. The last known apple tree planted by him still stands in Nova, Ohio. It is over 176 years old.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Does Danny like apples? How does the book say that apples taste? What is inside an apple?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite type of apple? What do you know about Johnny Appleseed?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students locate the size words *big* and *small* in the story.
- Help students find the words with the ee in the middle: *sweet, seeds, tree, and Appleseed*. Discuss and list more words with the ee vowel pattern (*sweep, sleep, sheep*).

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 a sentence about eating apples with Danny. Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Practicing words with the ee vowel pattern; Introducing color words, Introducing size words; Finding and clapping multisyllabic words; Rereading.



Danny's New Toy

Level E / 70 words / fiction

High frequency words:

get, had, his, into, no, ran, two

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is in the bag on the front cover? What do you think this story is going to be about?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *doggyback, outside, birthday, yellow, muddy, and puddle*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Point out and discuss the compound words: *doggyback, outside, and birthday*.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny do with his new toy? What happened after Danny and his new toy got muddy?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when his new toy got muddy? How do you think Dad felt when he saw how muddy Danny was?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *to, too, and two* in the story. Homophones are a type of homonym that sound alike, but have different spellings and different meanings.
- Point out the exclamation mark on page 10. Briefly explain exclamation marks.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

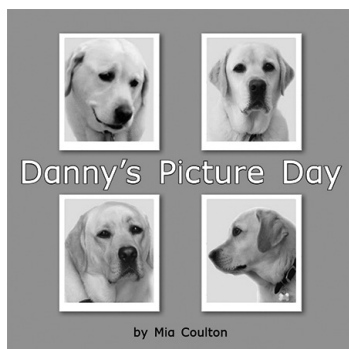
Writing activity

- Have each student write and complete the following sentence: "Danny named his new toy _____. " 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

In 1952, Mr. Potato Head became the first toy advertised on national television in America. It is still in production today.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (exclamation marks); Noticing compound words; Introducing the *to, too* and *two* homophones; Rereading.



Danny's Picture Day

Level D / 66 words / fiction

High frequency words:

at, big, for, good, look, no, on, put, said, want, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What kinds of faces is Danny making on the cover? Why do you think he keeps getting his picture taken?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the rhyming pairs: *can-man*, *cheese-please*, and *day-say*.

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

Back in the 1820s, early cameras would take several hours to actually capture a photograph. People never smiled in the old photos because they had to stay still for too long.

- **Literal comprehension:** The answers are in the text. Ask, "How many times did Danny get his picture taken?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it took so many times for Danny to get his picture right? Do you think he liked having his picture taken? Do you like having your picture taken? Why or why not?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Remind the students about the rhyming pairs found in the text. Have them list other words to include in each group.
- Point out the quotation marks throughout the text. Briefly explain quotation marks.

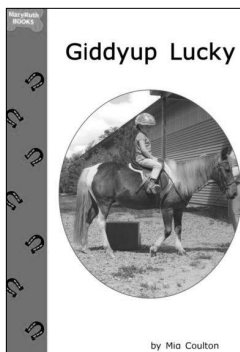
Rereading for fluency

- 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: "Danny got his picture taken ____ times." 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; Practicing words that rhyme; Rereading; Noticing quotation marks.



Giddyup Lucky

Level F / 128 words / fiction

High frequency words:

after, be, goes, going, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is happening in the cover picture? How is the little girl being safe?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *giddyup, tomorrow, bridle, Lucky, and stable*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Horseback riding is more than just sitting on a horse. It improves coordination and alertness, strengthens the spine, stimulates the internal organs, improves physical and mental conditions with abled and disabled people, and boosts a sense of well-being.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does the little girl bring to Lucky? Who teaches the little girl how to ride the pony? How does the little girl get ready to ride Lucky?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Lucky feels about the little girl? Have you ever ridden a horse or pony? What was it like?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *stable, stall, just, and sister*. Using magnetic letters, make other words with the same sound and pattern (*star, mister, cast, most*).
- Find and practice the words with the CVCe pattern: *size and name*.

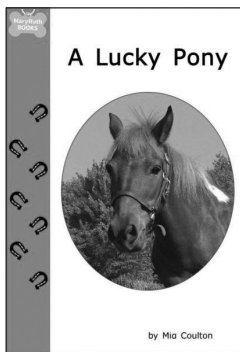
Rereading for fluency

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

Writing activity

- Have each student write the following sentences: "I like to ride Lucky. He is just the right size for me." Then have the students draw a picture that corresponds to what they have written.

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



A Lucky Pony

Level D / 76 words / fiction

High frequency words:

and, get, look, no, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Lucky? How do you think he got his name? What do you think will happen to Lucky 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 rhyming words *day* and *hay*.
- Have the children find the words that may be new to them: *braided, brushed, cleaned, and hooves*.

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 takes care of Lucky? How does she take care of Lucky?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What happens to Lucky that makes him feel lucky? If you could take care of Lucky, what would you do first? Why?"

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: *goodbye, lucky, pony, sometimes, and very*.
- Help students find the words with the /oo/ in them: *goodbye, hooves, look, and too*. Discuss and list more words with the /oo/ phoneme (*food, good, 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.

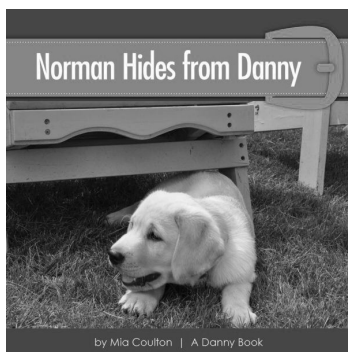
Writing activity

- Have each student write and complete the following sentence: "*Lucky Pony likes to _____*." Then have them draw a picture that corresponds to what they have written.

FUN FACT

When children are first learning to horseback ride, many people will allow them to practice on well-trained ponies. The size of the pony is closer to their own size and allows them to keep a better sense of balance and control.

Teaching Points: Introducing new words; Rereading; Introducing rhyming words; Finding and clapping two-syllable words; Noticing the /oo/ phoneme in words.



Norman Hides from Danny

Level F / 113 words / fiction

High frequency words:

came, from, him, out, ran, want, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why is Norman under the chair? What do you think will happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *together, behind, and outside*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What game do Norman and Danny play together? Where did Norman hide from Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does Norman like to stay near Danny when they play? How do you think Norman felt when Danny did not come to find him? Have you ever felt alone or forgotten?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the prepositions: *behind, inside, outside, and under*. Explain that prepositional phrases can tell us where something is.
- Find and discuss the rhyming words: *hid-did, away-stay-play, and tree-he-me-we*.

Rereading for fluency

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

Writing activity

- Have each student write the following sentences: "*I did not want to hide from Danny. I wanted to find Danny.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Playing hide-and-seek with your dog can be fun!
Tell your dog to sit/stay out of sight and hide a favorite toy. Release your dog from the sit/stay, and ask her to "Find it!" When your dog locates the hidden object, praise happily and excitedly. Then, start all over again, making the hiding spot more difficult each time.

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

Oh No, Norman!



by Mia Coulton | A Danny Book

Oh No, Norman!

Level D / 82 words / fiction

High frequency words:

away, no, that, what, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Norman doing with Bee? 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.
- Have the children find the words that may be new to them: *sometimes*, *eye*, *friend*, and *forgot*. 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.
- **Literal comprehension:** The answers are in the text. Ask, "Why was Norman playing with Bee? How did Bee get hurt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he realized Bee was torn? What do you think Danny will think when he finds out?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and discuss the action words (verbs) that have the *-ed* suffix: *loved*, *cried*, *called*, *liked*, *shouted*, *worried*, and *picked*. This ending means that the action has already happened. It happened in the past.
- Find and discuss the rhyming pair *ran-can*. Using magnetic letters, create words with the same *an* rime pattern (*man*, *fan*, *pan*, *ran*, *tan*).

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 the following sentence: "*Sometimes Norman loved Bee a little too much.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Googly eyes (aka jiggly eyes) are most commonly known as small plastic craft supplies used as eyeballs. They have an outer shell with black dots that move around.

Teaching Points: Introducing new words; Practicing words with the *an* rime; Finding and clapping multisyllabic words; Introducing the *-er* suffix; Rereading.

A Peanut for the Little Chipmunk



by Mia Coulton

A Peanut for the Little Chipmunk

Level E / 97 words / fiction

High frequency words:

have, put, she, sit, will

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the little chipmunk eating? Who do you think gave the chipmunk the food?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *chipmunk, peanut, Grandma, hungry, nibble, and quiet*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

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 wants to help feed the little chipmunk? What kind of food does Grandma Ruth feed the little chipmunk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important to be quiet when trying to feed chipmunks? What other foods do you think chipmunks like to eat?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *still* and *step*. Using magnetic letters, make other words with the same beginning sound (*sting, star, stool, stop, steam*).
- Find and discuss the rhyming words: *still-will, it-sit, and be-we-she*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

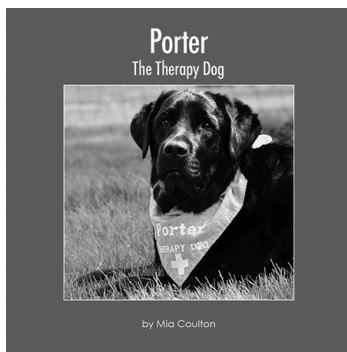
Writing activity

- Have each student draw a picture of their favorite part of this story and write a sentence describing what is happening in their drawing.

FUN FACT

A male chipmunk is called a *buck*;
a female chipmunk is called a *doe*;
a baby chipmunk is called a *kit, kitten, or pup*;
and a group of chipmunks is called a *scurry*.

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



Porter The Therapy Dog

Level E / 108 words / fiction

High frequency words:

are, at, come, good, him, his, on, one

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is a therapy dog? How does a dog become a therapy dog? How do you recognize a therapy dog?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *blanket, Porter, quiet, scarf, and therapy*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

Animals are good for our minds and bodies. The simple act of petting a dog can lower the risk of stroke, seizure, and heart attack. Therapy pets can help soothe patients and lower their stress and anxiety. Animals are also really good at helping people feel less alone.

- **Literal comprehension:** The answers are in the text. Ask, "What is Porter's job? What are some things that Porter does when he is at work?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a therapy dog? Why do you think Porter's job is important and helpful? Do you think that Porter likes his job? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /er/ phoneme: *girl* and *first*. Using magnetic letters, make other words with the same sound (*bird, dirt, stir*).
- Find and discuss the homophones *to, too, and two* in the story. *Homophones* are a type of homonym that sound alike, but have different spellings and different meanings.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the following sentences: "*Porter is a therapy dog. He likes to _____.*" Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /er/ phoneme; Introducing the *to, too* and *two* homophones.

Puppy Danny



by Mia Coulton

Puppy Danny

Level E / 136 words / fiction

High frequency words:

could, him, put, so, when, would, you

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *goodnight, backpack, little, hiking, story, and asleep*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Point out and discuss the compound words: *goodnight* and *backpack*.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

What does it mean to *take a walk down memory lane*?
It means to spend some time talking, writing, or thinking about something that happened in the past.

- **Literal comprehension:** The answers are in the text. Ask, "Why did Dad tell Danny a story? When Danny was little, what did Dad do with him?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you do when you can't sleep? How do you think Danny felt after he heard Dad's story? Where would you put a little puppy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *told-hold, by-my, and go-so*.
- Point out the apostrophe in the word *couldn't*. Explain that *couldn't* is a contraction that means *could not*.

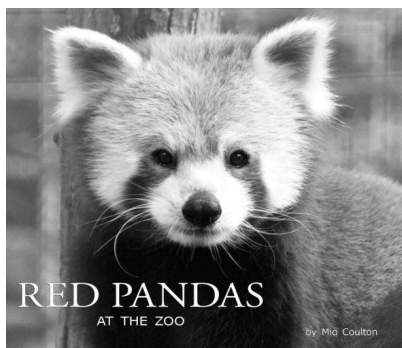
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the following sentence: "*You were so little I could put you _____ and I would _____.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

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



Red Pandas at the Zoo

Level G / 85 words / informational

High frequency words:

be, because, its, when

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *bushy*, *striped*, and *waddles*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where do red pandas sleep? Why does a red panda waddle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think red pandas sleep in trees? Why do you think a red panda has stripes on its face and its tail?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /sh/ digraph: *shorter*, *shy*, and *bushy*.
- Point out the *str* onset in the word *striped*. Using magnetic letters, create other words with the *str* beginning sound (*string*, *straw*, *strong*, *stray*).
- Point out the apostrophe in the word *panda's*. Explain that the 's means possession.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "Look at the red panda _____." Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Red pandas exhibit temperature-regulating behaviors. They curl into a tight ball to conserve body heat in cold weather. When it is warm, red pandas stretch out on branches and pant to lower their body temperature.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *sh* sound; Introducing possessive words with the 's ending; Practicing the *str* onset; Rereading.

Snow Danny



by Mia Coulton

Snow Danny

Level E / 57 words / fiction

High frequency words:

an, at, it, look, play, into

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Danny? What season of the year is it? What do you think Danny will do in the snow?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *shadow* and *igloo*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

Pink snow, also known as watermelon snow, is snow with reddish algae growing on it. People claim it actually smells like watermelons. It is found in the Rockies, the Himalayas, the Arctic, and Antarctica.

- **Literal comprehension:** The answers are in the text. Ask, "What does Danny like to do in the snow? Who made an igloo for Danny and Bee?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What is your favorite thing to do in the snow? What do you think is Danny's favorite thing to do in the snow? Why do you think Danny and Bee put a coat on at the end of the story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ow/ phoneme: *snow* and *shadow*. Using magnetic letters, make other words with same pattern (*mow, below, crow*).
- On separate cards, write each activity Danny likes to do in the snow: *dive, look, walk, and play igloo*. Have the students put the cards in sequential order to match the text.

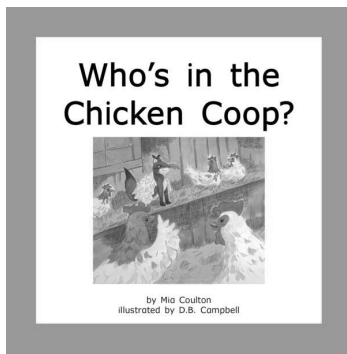
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the following sentence: "Danny likes to _____ in the snow." Then have them draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Sequencing; Practicing the /ow/ phoneme; Rereading.



Who's in the Chicken Coop?

Level G / 95 words / fiction

High frequency words:

all, black, has, new, they, white

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How many dogs are on the front cover? What are they doing on the quilt?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *orange, fluffy, and coop*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did the chickens notice about the new chicken's feathers and feet? When did the chickens notice that the new chicken was not a chicken?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did the fox dress up as a chicken? How do you think the fox felt when he got caught? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ea/ vowel pattern: *each* and *ears*. Using magnetic letters, create words with the same pattern (*seam, tea, dear, read*).
- Point out the apostrophe in the word *chicken's*. Explain that the 's means possession.
- Point out the *ack* rime in the word *black*. Using magnetic letters, create other words with the *ack* ending sound (*back, knack, crack, stack, pack*).

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.

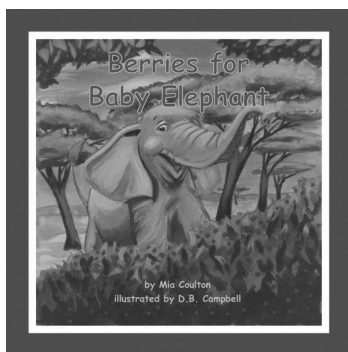
Writing activity

- Have each student write and complete the following sentences: "Look at the new chicken's _____. They are so _____." Then have the students draw a picture that corresponds to what they have written.

FUN FACT

A *chicken coop* or *hen house* is a small house where chickens are kept safe and secure. Inside the coop, there are perches on which the birds sleep and nest boxes for egg-laying.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ee/ vowel sound; Introducing possessive words with the 's ending; Practicing the *ack* rime; Rereading.



Berries for Baby Elephant

Level E / 93 words / fiction

High frequency words:

are, come, into, one, some, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Looking at the cover, what is Baby Elephant eating? Where will he find the berries? How does Baby Elephant feel about the berries?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *elephant, mother, hungry, and forest*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

FUN FACT

Elephants can use their trunks to reach high leaves, but if that doesn't work they can knock the tree down! Elephants like to eat grasses, twigs, bark, shoots, leaves, vines, and fruit.

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 Baby Elephant and Mother Elephant go to find the berries? What berries did Baby Elephant eat? What berries did Mother Elephant eat?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How did Baby Elephant feel when the berries were all gone? What do you do when you are hungry?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *come-some*.
- Ask the children to find the pairs of opposite words in the text: *high-low* and *down-up*. 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 and intonation.

Writing activity

- Have each student copy and complete the following sentences: "Look at all the berries. The berries are _____." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Practicing rhyming words; Finding and clapping multisyllabic words; Introducing antonyms.

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 Follows the Signs



by Mia Coullton | A Danny Book

Danny Follows the Signs

Level E / 98 words / fiction

High frequency words:

come, have, no, now, stop, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does it look like Danny, Bee and Norman are doing on the cover? Where do you think they are going?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *sign, right, leash, and must*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

FUN FACT

Did you know that the shape of the road sign delivers a specific message? Round signs are used for railroad crossings, octagons are used for stop signs, diamonds are used to warn that there are curves ahead, squares are used for caution, and rectangles are used for mileage and speed limit signs.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny see on the tree? What other signs did Danny, Norman and Bee see?" Have the students read the pages that support each answer.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some signs that you see everyday? Why do you think we need signs? What sign could you make for your home? Why?"

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 ay vowel pattern: *today, way, play, and stay*. Using magnetic letters, make other words with that same vowel pattern (*day, may, gray, way, tray*).
- On separate cards, write each sign that Danny sees in the story. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

- Have each student create a sign for his or her bedroom. Then have them write and complete the following sentence: "The sign says _____."

Teaching Points: Introducing new words; Practicing words with the ay vowel sound; Sequencing; Rereading.

Danny Gets Fit



by Mia Coulton

Danny Gets Fit

Level E / 177 words / fiction

High frequency words:

do, get, good, have, no, of, run, will, you

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *breakfast, exercise, morning, pancakes, and tomorrow*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

Depending on the breed, dogs should have between 30 and 120 minutes of exercise a day. Other than walking, some fun activities include: dogo (dog yoga), swimming, playing fetch, agility classes, and chasing bubbles.

- **Literal comprehension:** The answers are in the text. Ask, "How does Dad know it's time for Danny to get fit? What are some of the ways Danny can get fit? When does Danny decide to get fit?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What does Danny think about getting fit? Why is it important to get fit? What are some ways you can get fit?"

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 *st* blend: *breakfast* and *stay*.
- On separate cards, write each way that Danny tries to get fit: *eat, run, exercise, stretch, drink, and rest*. These are all action words (verbs). Have the students put the cards in sequential order to match the text.

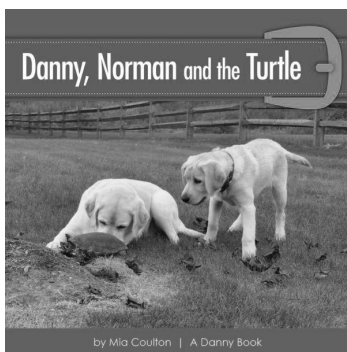
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Using the list of action words, have each student write and complete the following sentences: "Danny will get fit. Danny can _____." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *st* blend; Introducing action words (verbs); Sequencing.



Danny, Norman and the Turtle

Level F / 65 words / fiction

High frequency words:

are, have, on, play, where, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Norman looking at in the cover photo? What do you think will happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *yelped* and *turtle*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Norman see in the yard? What does Danny tell Norman about the turtle?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Norman was afraid of the turtle? What do you know about turtles?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *slow* with the *sl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*slip, slide, slug*).
- Point out the apostrophe in the words *let's* and *it's*. Explain that *let's* is a contraction that means *let us* and *it's* is a contraction that means *it is*.
- Help the students locate the words with the *-ing* suffix: *coming, moving, and resting*.

Rereading for fluency

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

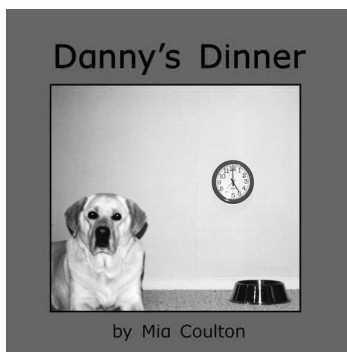
Writing activity

- Have each student write the following sentences: "*Let's go see what it is. It's a slow moving turtle.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Painted turtles grow to be four to ten inches long and the color of their shells can be dark olive green to black. They get their name from the red, orange, and yellow stripes on their necks, heads, and tails.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Introducing words ending with the *-ing* suffix; Practicing words with the *sl* blend; Rereading.



Danny's Dinner

Level G / 142 words / fiction

High frequency words:

be, don't, good, have, how, so, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is thinking about in the picture? How do you think he is feeling?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *buy* and *worry*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What time does Danny eat dinner? What time was it when Danny finally got to eat his dinner?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he realized there was no more food for Danny? How would you feel if you had to eat the same thing for dinner everyday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's*, *don't*, *I'll*, and *I'm*. Explain that *there's* is a contraction that means *there is*, *don't* means *do not*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and discuss the rhyming sets: *you-do-to*, *so-no-oh*, and *for-more-store*.
- Point out the quotation marks, question marks, and exclamation marks throughout the text.

Rereading for fluency

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

Writing activity

- Have each student elaborate on the text by adding what happened next after Danny ate his dinner. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Some people foods are bad for dogs. A few of these foods are: almonds, avocados, chocolate, garlic/onions, grapes/raisins, macadamia nuts, xylitol, and yeast.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Noticing punctuation (quotation marks, question marks, exclamation marks); Practicing rhyming words; Adding dialogue with illustrations.

Danny's Garden



by Mia Coulton

Danny's Garden

Level E / 84 words / fiction

High frequency words:

did, had, help, his, just, no, one, saw, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing on the front cover? What do you think he will grow in his garden?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *everyday, vegetables, garden, chair, fruits, and another*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

Potatoes were the first food to be grown in space. In 1996, potato plants were taken into space on the Columbia space shuttle.

- **Literal comprehension:** The answers are in the text. Ask, "How did Danny take care of his garden? What did Bee do that made Danny so upset?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Bee didn't help Danny? How would you have felt if you were Danny? Was Bee's solution a good one? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students notice and locate the action words (verbs) in the book that have the -ed suffix: *watched, pulled, watered, asked, and yelled*. This ending means that the action already happened. It happened in the past.
- Find and discuss the rhyming pairs: *at-sat* and *chair-fair*.

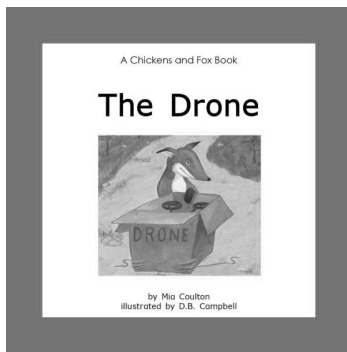
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student write and complete the following sentences: "*Everyday Danny _____ in his garden. And everyday Bee sat in his red chair and watched.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the -ed suffix; Practicing rhyming words; Noticing action words (verbs).



The Drone

Level F / 113 words / fiction

High frequency words:

going, of, our, out, some, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does the fox find in the box? What do you think the fox is going to do with the drone?"

Look through all the pictures

- Using the language in the story, discuss each illustration in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *lucky, drone, speeding, and thump*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

A drone, also known as an unmanned aerial vehicle (UAV), is an aircraft without a pilot on board. A drone's flight is either controlled by a computer in the drone or remotely, by a pilot on the ground.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How does the fox use the drone? What do the chickens do when they see the fox?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Where would you fly a drone? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *blow* with the *bl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*blue, blimp, black, bloom*).
- Find and discuss the rhyming pairs: fox-box, do-to, day-away, and we-me.
- Point out the quotation marks and exclamation marks throughout the text.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentences: "I am flying in the sky! I am going to look for some _____. " Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing rhyming words; Noticing punctuation (quotation marks and exclamation marks); Practicing words with the *bl* blend; Rereading.

Five Danny Dogs



by Mia Coulton

Five Danny Dogs

Level F / 122 words / fiction

High frequency words:

five, four, saw, ten, then, was, were, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How many dogs are on the front cover? What are they doing on the quilt?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *buzzing* and *quiet*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did each dog chase when he left the quilt? How many dogs were left on the quilt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he was the last dog on the quilt? How would you feel if you were being chased by one of the dogs?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *riding, sitting, and buzzing*.
- Find and discuss the rhyming pairs: *then-ten, he-bee-three, and one-fun*.
- On separate cards, write what each dog chases when he leaves the quilt: *rabbit, bird, boy on bike, and bee*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

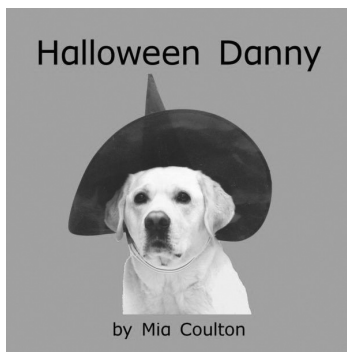
Writing activity

- Have each student write and complete the following sentences: "One dog saw a _____. Off he went to chase the _____." Then have the students draw a picture that corresponds to what they have written.

FUN FACT

According to canine researcher Stanley Coren, some dogs can count to five, perform simple math calculations, understand up to 250 words and gestures, and trick people or other dogs in order to get treats.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *-ing* suffix; Practicing rhyming words; Sequencing; Rereading.



Halloween Danny

Level E / 51 words / fiction

High frequency words:

his, it, on, put, what

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Danny have on his head? Why do you think Danny is wearing that hat?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *uniform, rabbit, Halloween, football, floppy, and mirror*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How many costumes did Danny try on? What costume did Danny finally choose? Why did Danny choose not to wear a costume?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What costumes have you worn? Do you like wearing costumes? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *tight-night*. Using magnetic letters, make other words that follow the same pattern (*right, bright, light, fright, might*).
- Point out the quotation marks on page 10. Briefly explain quotation marks.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

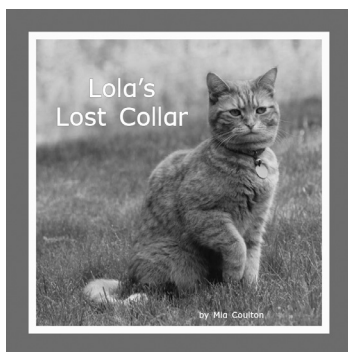
Writing activity

- Thinking about the costumes Danny tried on, have each student write and complete the following sentences: "*Danny put on _____. It was too _____.*" 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

Over 90% of parents steal their children's Halloween candy!

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (quotation marks); Practicing rhyming words; Rereading.



Lola's Lost Collar

Level E / 89 words / fiction

High frequency words:

goes, her, into, was, when, your

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each illustration in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *collar, gone, heard, and wrong*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does Lola have on her collar? Where did Lola look for her collar? How did Lola get her collar back?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

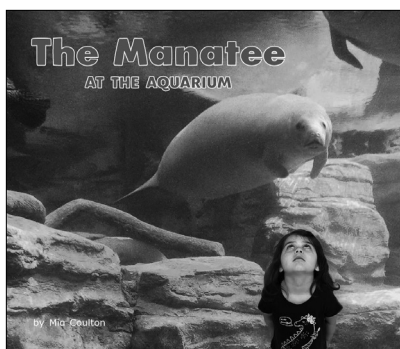
- Have each student write the following sentence: "Where is my collar with a bell?" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Cats love to climb and explore.

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

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



The Manatee at the Aquarium

Level F / 68 words / informational

High frequency words:

because, has, its

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium, lettuce, snout, and whiskers*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does a manatee like to eat? What do manatees have at the end of their flippers? What do manatees have on their snouts?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think it would be like if you had to live your life under the water like a manatee? How would you eat? Where would you sleep? Do you think you would enjoy it? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *flat* with the *fl* onset. Using magnetic letters, make other words with the same sound and pattern (*flake, flap, flea, flop, flow, fly*).

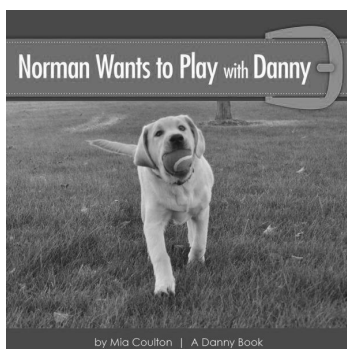
Rereading for fluency

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

Writing activity

- Have each student write the following sentences: "I like the manatee because it _____." Then have the students draw a picture that corresponds to what they have written.

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



Norman Wants to Play With Danny

Level G / 120 words / fiction

High frequency words:

have, now, want, why, with, yes

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Norman have in his mouth? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *frisbee, grabbed, and asked*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why didn't Danny want to play ball with Norman? What changed Danny's mind?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he saw Norman playing with Bee? How would you feel if your friend was playing with your favorite toy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophes in the words *Danny's* and *won't*. Explain that the 's in *Danny's* means possession and that *won't* is a contraction that means *will not*.
- Help the students locate the action words (verbs) with the -ed suffix: *lived, moved, and named*. This ending means that the action already happened. It happened in the past. Using magnetic letters, have the students change the following verbs into past tense: *play* and *look*.

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.

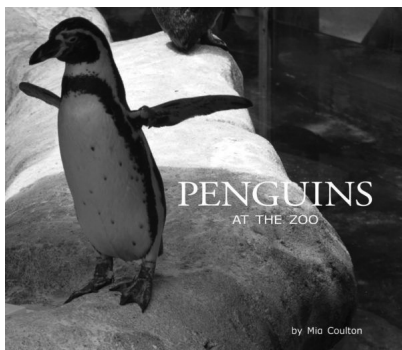
Writing activity

- Have each student write and complete the following sentences: "I have a _____. Will you come play with me?" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Playing with your dog is more than just great exercise, it's a great way to bond. Here are some ideas to play with your pet: blow some bubbles, throw a frisbee, turn on the hose, play hide and seek, or play chase.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing contractions; Introducing possessive words with the 's ending; Noticing punctuation (apostrophes); Practicing the -ed suffix; Noticing action words (verbs).



Penguins at the Zoo

Level E / 84 words / informational

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *penguin*, *waddle*, and *webbed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why do penguins have long beaks? Why are penguins good swimmers? Penguins are birds, but can they fly?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a penguin has feathers that are black and white? Do you think a penguin would be a good runner? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ee/ phoneme: *steer*, *teeth*, and *feet*. Using magnetic letters, make other words with same pattern (*meet*, *beep*, *need*).
- Notice and discuss the plural nouns: *birds*, *wings*, and *penguins*.

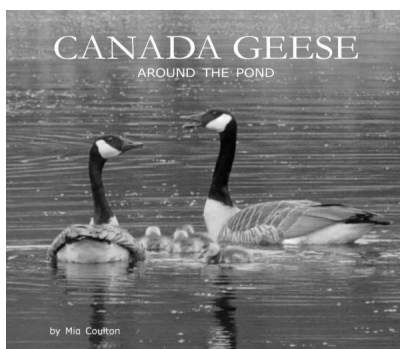
Rereading for fluency

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

Writing activity

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

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



Canada Geese Around the Pond

Level F / 113 words / informational

High frequency words:

are, come, eat, that, they

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *Canada*, *goslings*, and *learn*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What do Canada Geese do around the pond? Where do the geese go in the winter?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

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

FUN FACT

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

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

Danny and Bee's Safety Rules



by Mia Coulton

Danny and Bee's Safety Rules

Level F / 106 words / fiction

High frequency words:

be, how, our, ride, stop, take, when

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing in the cover photo? How are they being safe?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *rollerblading, buckle, helmet, and wear*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

There are four basic safety rules for bike riding:
wear a helmet, ride on the right side of the road
with traffic, use appropriate hand signals,
and obey traffic signals.

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 Danny and Bee like to play together? How do Danny and Bee play safely?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some ways that you can be safe when playing with your friends?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *cross* with the *oss* ending. Using magnetic letters, make other words with the same sound and pattern (*boss, toss, across*).
- On separate cards, write each activity Danny and Bee like to do while being safe: *crossing the street, riding bikes, swimming, hiking, rollerblading, and riding in the car*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

Writing activity

- Have each student write the following sentence: "Danny and Bee know how to be safe." Then have the students draw a picture that corresponds to what they have written.

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

Danny Looks for Abby



by Mia Coulton

Danny Looks for Abby

Level E / 120 words / fiction

High frequency words:

come, could, did, find, her, one, saw, she, there, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny doing? By looking at his face, can you tell how Danny is feeling? Where do you think Abby is?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *because, behind, gone, and garbage*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

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

FUN FACT

Not only is hide-and-seek a fun children's game, it also can teach important life skills such as how to track, mindful observation, and the ability to stay silent.

- **Literal comprehension:** The answers are in the text. Ask, "Where were some of the places Danny looked for Abby? How did Danny feel when he couldn't find Abby? Where was Abby?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Where would you have looked for Abby? How do you feel when you've lost something that is important to you?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ar/ phoneme: *yard, barked, and garbage*. Using magnetic letters, make other words with the same sound and pattern (*art, farm, jar, card*).
- Help the students find the words with the *sh* digraph: *bushes, shed, and she*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student copy the following sentence: "I could not find Abby because she was at my gate." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the /ar/ phoneme; Practicing words with the *sh* digraph.

Danny Paints a Picture



by Mia Coulton

Danny Paints a Picture

Level F / 117 words / fiction

High frequency words:

be, came, then, too, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny getting ready to do? What types of pictures do you like to paint?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *picture, painting, began, and mouth*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Animals can be artists!

Animal-made works of art have been created by apes, elephants, beluga whales, dolphins, donkeys, birds, rhinoceroses, dogs, and rabbits.

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 supplies did Danny gather with which to paint? In what order did Danny add the colors to his painting?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt after he completed his painting? How do you feel when you create something and nobody knows what it is?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *br* blend: *brush* and *brown*. Using magnetic letters, make other words with the same beginning sound and pattern (*brave, broom, brick, bread*).
- Point out the apostrophe in the words *Dad's* and *Danny's*. Explain that the 's means possession.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentences: "*Danny looked at his painting. He felt _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Sequencing; Introducing possessive words with the 's ending; Practicing words with the *br* blend; Rereading.



Giraffes at the Zoo

Level H / 124 words / informational

High frequency words:

around, long, their, very

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *calf, animal, tongues, whistle, and wraps*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

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

FUN FACT

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

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

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

Word work

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

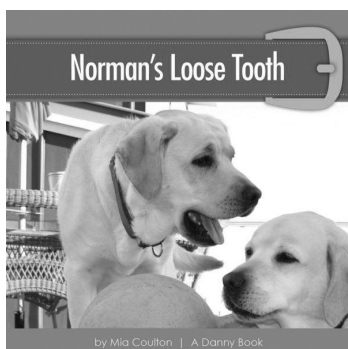
Rereading for fluency

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

Writing activity

- Have each student create a web diagram graphic organizer for giraffes. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing rhyming words; Practicing plural nouns; Practicing the /ai/ sound; Rereading; Introducing the web diagram graphic organizer.



Norman's Loose Tooth

Level E / 65 words / fiction

High frequency words:

his, just, of, out, put, what, when, will, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman is saying to Danny in the picture on the cover?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *chewing, surprise, wondered, pillow, and fairy*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What was Norman doing when his tooth fell out? What will happen when Norman puts the tooth under his pillow at night?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How many teeth have you lost? Have you ever lost a tooth when you were chewing on something? What do you think the Tooth Fairy looks like?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students find the words with the *th* digraph: *mouth, tooth, and the*.
- Find and discuss the words with the */ou/* phoneme: *mouth, ouch, and out*. Using magnetic letters, make other words with the same sound (*south, couch, about, pout, found*).

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

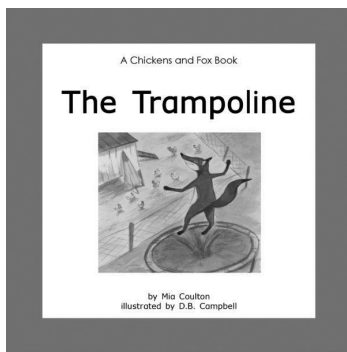
Writing activity

- Have each student write the following sentence: "*Norman found the tooth that fell out of his mouth.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

The Tooth Fairy is younger than both Santa Claus and the Easter Bunny.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the *th* digraph; Practicing the */ou/* phoneme; Rereading.



The Trampoline

Level F / 77 words / fiction

High frequency words:

going, into, out, was, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the front cover? What do you think the fox is going to do next?"

Look through all the pictures

- Using the language in the story, discuss each illustration in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *boing, ready, trampoline, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *boing* and *yikes* are examples of onomatopoeia.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How does the fox use the trampoline? What do the chickens do when they see the fox on the trampoline?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever jumped on a trampoline? How did it feel? If you could use a trampoline to jump into any place, where would you jump?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *fair* with the /ai/ vowel pattern. Using magnetic letters, make other words with the same sound and vowel pattern (*hair, pair, chair, stair*).
- Find and discuss the word *noise* with the /oy/ phoneme. Discuss other words with the same sound (*boy, oil, toys*).

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.

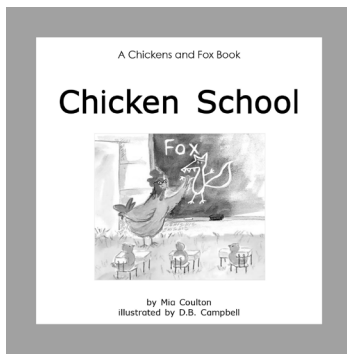
Writing activity

- Have each student write and complete the following sentences: "*I am jumping on a trampoline. I am going to jump into/onto the _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Trampolines are used for more than just jumping. Divers practice their ability to target a landing spot by trampolining and freestyle skiers practice moves and tune up their balance on trampolines.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing *onomatopoeia*; Practicing the /ai/ vowel sound; Practicing words with the /oy/ phoneme; Rereading.



Chicken School

Level F / 149 words / fiction

High frequency words:

be, from, good, they

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is happening in the cover photo? What do you think the teacher is teaching her students? Why do you think that what she is teaching is important for her students to learn?"

Look through all the pictures

- Using the language in the story, discuss each illustration in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *bush, clever, and laughed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Groucho Glasses (or nose glasses) are a comedy disguise that consists of a pair of black glasses with a big nose, bushy eyebrows, and mustache attached. The glasses were started by the comedian Groucho Marx of the group the Marx Brothers in the 1940s.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does the teacher teach the chicks about the fox? What did the teacher put in each homework bag?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How were the chicks more clever than the fox? Tell about a time when you were clever. How did that make you feel?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *chicks* with the *ch* onset. Using magnetic letters, make other words with the same beginning sound and pattern (*chap, cheek, chin, chore, chunk*).
- Point out the apostrophe in the word *you're*. Explain that *you're* is a contraction that means *you are*.

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: "This is a fox. A fox has _____." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *ch* onset; Noticing apostrophes in contractions; Rereading.

Danny's Groundhog Day



by Mia Coulton

Danny's Groundhog Day

Level F / 126 words / fiction

High frequency words:

be, its, of, or, today

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What holiday is Danny celebrating? What do you know about Groundhog Day?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *baseball, February, groundhog, and shadow*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Groundhogs are "true hibernators." They hibernate from late fall to late winter or early spring. During this time, their body temperatures drop and their heart rates slow from 80 beats per minute to just five.

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 does Danny look for the groundhog? Does the groundhog see its shadow?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Would you rather have six more weeks of winter or an early spring? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the word *groundhog's*. Explain that the 's means possession.
- Find and discuss the rhyming pairs: *or-more, sit-it, and be-see*.
- Find and discuss the question marks throughout the text.

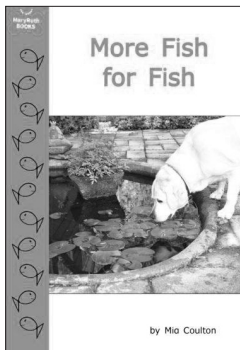
Rereading for fluency

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

Writing activity

- Have each student write and answer the following question: "*Will the groundhog see its shadow?*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing punctuation (question marks); Practicing rhyming words; Introducing possessive words with the 's ending; Rereading.



More Fish for Fish

Level G / 115 words / fiction

High frequency words:

be, but, of, then, too, was, when, with, would

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *thought* and *friend*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

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

FUN FACT

The largest goldfish is the size of a cat. The Guinness World Record for the world's longest goldfish stands at 18.7 inches from nose to tail-fin.

- **Literal comprehension:** The answers are in the text. Ask, "Who is Fish's 'one friend'? Why did Fish have to move to the pond?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he put Fish into the pond? How would you feel if you had to go to a new and different home, like Fish?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the action words (verbs) with the -ed suffix: *lived*, *moved*, and *named*. This ending means that the action already happened. It happened in the past.
- Find and discuss the rhyming pairs: *then-when*, *that-at*, *be-me*, and *got-not*.
- On separate cards, write the four different places Fish has lived: *tank*, *little bowl*, *bigger bowl*, and *pond*. Have the students put the cards in sequential order to match the text.

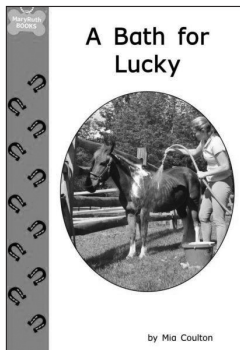
Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "*Fish moved to a home in a _____ because _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing rhyming words; Practicing the -ed suffix; Noticing action words (verbs); Sequencing; Rereading.



A Bath for Lucky

Level H / 196 words / fiction

High frequency words:

all, eat, done, give, going, was

Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some reasons why animals and people need to take baths?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *another, bathtime, knew, and shampoo*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *bathtime* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

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

FUN FACT

It takes two gallons of water to brush your teeth, two to seven gallons to flush a toilet, and 30 to 50 gallons for a bath. A shower of 10 minutes uses 50 gallons of water.

- **Literal comprehension:** The answers are in the text. Ask, "What do you know about the characters in this story? What was the problem in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a person or animal who didn't like to take a bath? What would you have said or done if you were in this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *hide, hose, and rose*.
- Find and discuss the rhyming pairs: *wet-get* and *rid-did*.
- Find and discuss the words with the /ar/ sound pattern: *cart* and *farm*. Create more words with the same sound (*hard, park, large, chart, star*).

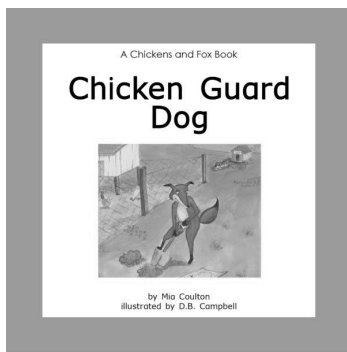
Rereading for fluency

- 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 elaborate on the text by creating a future episode of *A Bath for Lucky* in which the student writes of how Lucky gets dirty again and needs another bath. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing words with the CVCe pattern; Practicing rhyming words; Practicing the /ar/ sound; Rereading.



Chicken Guard Dog

Level G / 99 words / fiction

High frequency words:

all, but, his, of, out, too, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the cover? Why do you think the fox is looking at a map?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *clever, shing, and guard*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *shing* is an example of onomatopoeia.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, solve most new words independently, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Livestock Guardians are animals that protect livestock on the farm. They can be llamas or donkeys, but in most cases, they are dogs. These dogs are known as Livestock Guardian Dogs, or LGDs for short.

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 was the fox trying to dig? How did the chickens move the guard dog's house?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What do you think the guard dog thought about the clever fox? Where do you think the fox went after he got caught?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural noun *chickens*. Change the following words into plural nouns: *fox (foxes), house (houses), and map (maps)*.
- Find and discuss the words with the /ou/ phoneme: *sounds, house, and out*. Discuss other words with the same pattern (*ground, mouse, count, our*).

Rereading for fluency

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

Writing activity

- Have each student elaborate on the text by adding dialog between the guard dog and the chickens at the end of the story. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing onomatopoeia; Practicing the /ou/ sound; Introducing plural nouns; Adding dialogue with illustrations; Rereading.

Danny and the Little Worm



by Mia Coulton

Danny and the Little Worm

Level F / 174 words / fiction

High frequency words:

have, his, now, saw, stop, then, was, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny looking at in the cover photo? What do you think will happen to the little worm?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *paw, began, and something*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where does the little worm like to play? How does Danny protect the little worm?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Dad put the little worm into Danny's garden?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *pl* blend: *place, play, and played*. Using magnetic letters, make other words with the same beginning sound and pattern (*plant, plow, please, pluck*).
- Find and discuss the rhyming pairs: *day-play* and *saw-paw*.
- Have the students notice and locate the action words (verbs) in the book that have the *-ed* suffix: *barked, helped, moved, picked, played, stopped, and wanted*. This ending means that the action has already happened. The action happened in the past.

Rereading for fluency

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

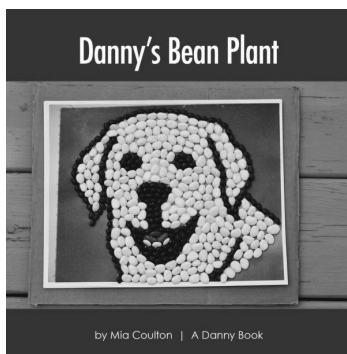
Writing activity

- Have each student write and complete the following sentence: "*The little worm played on Danny's _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Baby worms are not born.
They hatch from cocoons smaller than a grain of rice.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing the *pl* blend; Practicing the *-ed* suffix; Practicing rhyming words; Rereading.



Danny's Bean Plant

Level G / 119 words / informational fiction

High frequency words:

eat, then, too, under, was, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What was used to make Danny's picture? What do you know about beans?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *worry, hungry, and buy*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did the beans look like on Monday and on Wednesday? How had the beans changed?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does it take a long time for a bean plant to grow? What do you think Danny will do with the beans when they are ready to pick?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's, I'll, and I'm*. Explain that *there's* is a contraction that means *there is*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and practice the words with the /ea/ vowel pattern: *bean, each, and eat*.
- On separate cards, write and draw what the beans looked like on each day of the week. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

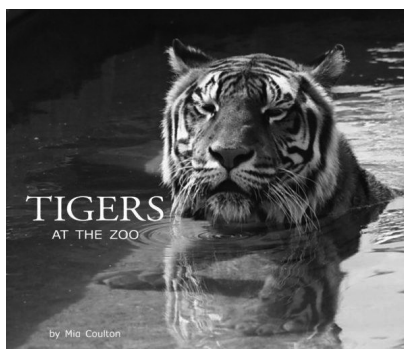
Writing activity

- Have each student write and complete the following sentence: "*Danny picked the beans and made _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

The *Cloud Gate* sculpture, created by Anish Kapoor, is a popular attraction in Chicago. The sculpture is nicknamed *The Bean* because it is shaped like a bean.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ea/ vowel pattern; Sequencing.



Tigers at the Zoo

Level H / 103 words / informational

High frequency words:

be, their, they, very

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *catnap*, *bright*, *people*, and *relaxing*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *catnap* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

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

After reading

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

Word work

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

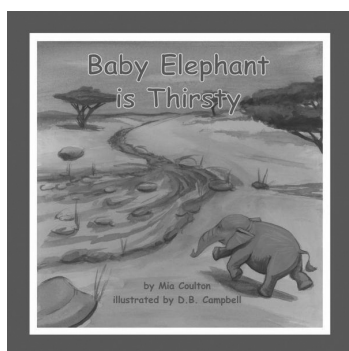
Rereading for fluency

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

Writing activity

- Have each student create a web diagram graphic organizer for tigers. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Introducing possessive words with the 's ending; Practicing words with the *-ight* ending; Rereading; Introducing the web diagram graphic organizer.



Baby Elephant is Thirsty

Level H / 188 words / fiction

High frequency words:

around, drink, their, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever felt hot and thirsty? What did you do?"

Look through all the pictures

- Using the language in the story, discuss each illustration in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *thirsty* and *trumpeted*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

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

FUN FACT

Drinking plenty of water can help reduce cavities and tooth decay. Water helps produce saliva, which keeps your mouth and teeth clean.

- **Literal comprehension:** The answers are in the text. Ask, "What happened at the beginning of the story? How was the problem solved?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for you to have plenty of water to drink? How do you feel when you are thirsty? From where do we get our water? Describe what you would do if you were in the same situation as Baby Elephant?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the action words (verbs) with the *-ed* suffix: *lifted, looked, played, splashed, stopped, trumpeted, and walked*.
- Find and discuss the homophones *their* and *there* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the word *drink*. Create more words with the *-ink* ending (*pink, stink, think, and wink*).

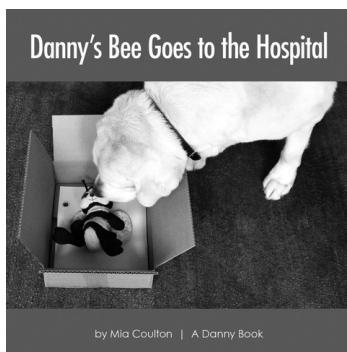
Rereading for fluency

- 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

- Choose an illustration of Baby Elephant in the story. Add a speech bubble and ask the students to fill in what Baby Elephant might say. Have them read their speech bubbles to each other.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Noticing action words; Practicing words with the *-ed* suffix; Noticing homophones; Practicing words with the *-ink* ending; Rereading.



Danny's Bee Goes to the Hospital

Level G / 149 words / fiction

High frequency words:

be, from, going, new, take, then, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why do you think Danny put Bee in the box? What do you think will happen in this story? Have you ever gone to the hospital?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *hospital, calm, and package*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

A doll hospital is a workshop that specializes in the restoration or repair of dolls. One of the oldest doll hospitals was established in Lisbon, Portugal in 1830. There is even a Doll Doctors Association in the United States.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "When Norman was playing with Bee, what happened to Bee? What was Danny's idea to fix Bee?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he had to tell Danny what happened to Bee? Have you ever accidentally broken a friend's toy? How did that make you feel?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the /ow/ phoneme: *found, shouted, and down*.
- Find and discuss the homophones *eye-I* and *be-Bee* in the story. Homophones are words that sound alike, but have different spellings and meanings.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "*I have a great idea! Let's send Bee to the _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Noticing possessive words with the 's ending; Practicing words with the /ow/ phoneme; Introducing homophones.



Danny's Really Big Show

Level G / 143 words / fiction

High frequency words:

don't, going, has, then, was, your

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing? What do you think Danny is going to do?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *ta-da, magic, guitar, building, and guess*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny want to do in the really big show? What did Bee want to do in the show?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Bee leave the building? How do you think Bee felt? How would you feel if you couldn't do something you wanted to do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the /ck/ blend: *pick, back, and trick*.
- Find and discuss the rhyming words: *see-he-Bee* and *trick-pick*.
- Point out the apostrophe in the words *can't* and *won't*. Explain that *can't* is a contraction that means *cannot* and *won't* is a contraction that means *will not*.

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

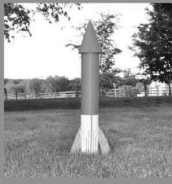
- Have each student write and complete the following sentences: "*I am going to put on a really big show. I will _____ in the really big show.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

The Ed Sullivan Show was a weekly television variety show that featured famous singers, actors, opera stars, ballet dancers, and circus acts. Ed Sullivan would start off nearly every broadcast by telling the audience, "We have a really big show tonight."

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ck/ blend; Practicing rhyming words; Rereading.

Danny's Rocket



by Mia Coulton

Danny's Rocket

Level G / 131 words / fiction

High frequency words:

came, going, how, made, take, too, was, white

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *spacesuit, science, goodbye, and stripes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *spacesuit* and *goodbye* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Putting on a spacesuit takes 45 minutes, including the time it takes to put on the special undergarments that help keep astronauts cool. The process of putting on a spacesuit is called *donning* and the process of removing it is called *doffing*.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny want to make a rocket? Why did Bee ride on the rocket instead of Danny?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when the rocket started going down, down, down? How would you feel if you were on a rocket to the moon?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *make, made, white, safe, came, and take*.
- Find and discuss the pairs of opposite words in the text: *up-down* and *big-small*. Opposites are also called *antonyms*.

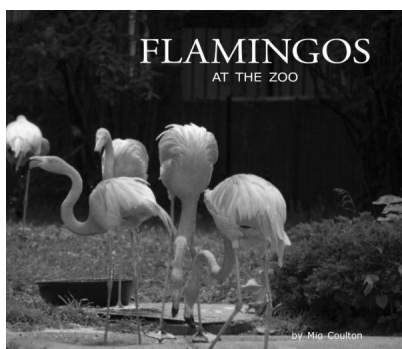
Rereading for fluency

- 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 elaborate on the text by creating a future episode of Danny's Rocket where Danny and Bee make it to the moon. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing words with the CVCe pattern; Introducing antonyms (opposite pairs); Rereading; Expanding text with illustrations.



Flamingos at the Zoo

Level G / 122 words / informational

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *covered, curved, honk, and stilts*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why are flamingos pink? Why does a flamingo have a curved beak?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

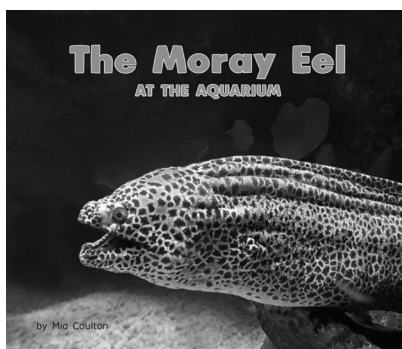
Writing activity

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

FUN FACT

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

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



The Moray Eel at the Aquarium

Level H / 127 words / informational

High frequency words:

all, long, many

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a moray eel? What do you know about moray eels?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium, breathes, gills, and prey*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

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

After reading

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

Word work

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

Rereading for fluency

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

Writing activity

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

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



The Octopus at the Aquarium

Level G / 97 words / informational

High frequency words:

eight, has, its, their, they

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium, clever, octopus, octopuses, and squeeze*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

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

FUN FACT

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

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

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

Word work

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

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentences: "*The octopus is very clever. It can _____.*" Then have the students draw a picture that corresponds to what they have written.

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



Seahorses at the Aquarium

Level G / 132 words / informational

High frequency words:

around, eat, has, its, long, very

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium*, *curly*, and *seahorse*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *seahorse* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What is the shape of a seahorse's head? How fast does a seahorse swim? Why?" Have students read the pages that support their answers.

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

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *snout* with the /ou/ vowel sound. Using magnetic letters, create other words with the same vowel sound (*about, out, pout, spout*).
- Help the students locate the words with the -ing suffix: *hanging, holding, moving, and swimming*.
- Point out the apostrophe in the word *horse's*. Explain that the 's means possession.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "A seahorse has a _____ so it can _____." Then have the students draw a picture that corresponds to what they have written.

FUN FACT

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

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



Sharks at the Aquarium

Level G / 117 words / informational

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium, breathes, quickly, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Explain that *yikes* is an exclamation expressing shock and alarm.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

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

After reading

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

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *fishing, losing, staring, and swimming*.
- Point out the apostrophe in the word *shark's*. Explain that the 's means possession.
- Find and discuss the plural nouns: *pups, sharks, rows, and teeth*.

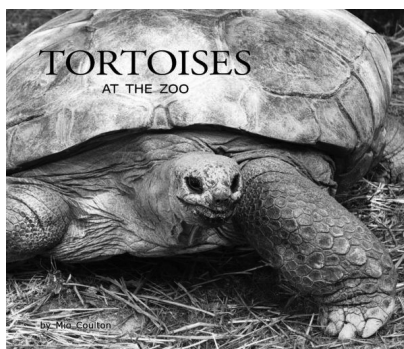
Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "*Sharks use their _____ to _____.*" Then have the students draw a picture that corresponds to what they have written.

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



Tortoises at the Zoo

Level H / 110 words / informational

High frequency words:

always, from, over, walk

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *Aldabra, giant, jaw, and protects*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

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

• **Literal comprehension:** The answers are in the text. Ask, "What is the purpose of the tortoise's shell? How does the tortoise eat food when it doesn't have teeth?" Have students read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a tortoise lives so long? Do you think a tortoise would be a good pet? Why? What else would you like to know about tortoises?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /sh/ digraph: *sharp, shell, short, and mash*.
- Find and discuss the word *jaw* with the aw rime. Make other words that sound the same (*saw, flaw, gnaw*).

Rereading for fluency

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

Writing activity

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

FUN FACT

Tortoises detect smells with the vomeronasal organ on the roof of their mouths. Instead of flicking their tongues, they pump their throats to circulate air through the nose and around the mouth.

Teaching Points: Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing the /sh/ digraph; Practicing words with the aw rime; Rereading.



Autumn in the Woods

Level H / 155 words / informational

High frequency words:

around, brown, fly, over, under, many

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *nearby, signs, woolly, and ready*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

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

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

Word work

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

Rereading for fluency

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

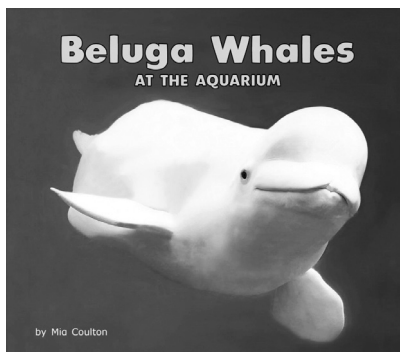
Writing activity

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

FUN FACT

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

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



Beluga Whales at the Aquarium

Level H / 135 words / informational

High frequency words:

all, be, made, their, they, white

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *beluga, blowhole, blubber, breathe, and melon*. Notice that *blowhole* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

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

• **Literal comprehension:** The answers are in the text. Ask, "What is the purpose of the beluga whale's melon? How does a beluga whale breathe?" Have students read the pages that support their answers.

• **Inferential comprehension:** The answers are in your head. Ask, "Why do you think a beluga whale makes so many different sounds? Why do you think beluga whales like to be with other beluga whales?"

Word work

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

Rereading for fluency

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

Writing activity

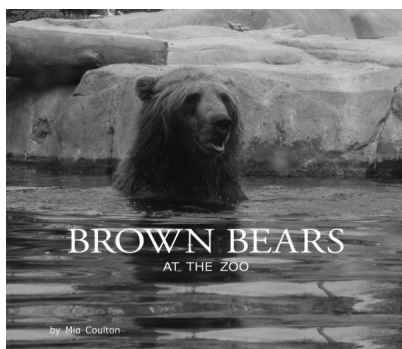
- Have each student complete the L section of the KWL chart with what they have LEARNED about beluga whales after reading this book. Have them share what they've learned with each other.

FUN FACT

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

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

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



Brown Bears at the Zoo

Level I / 149 words / informational

High frequency words:

both, brown, long, use, very

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a brown bear? What do you know about brown bears?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *weigh, balance, grizzly, and omnivores*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did you learn about brown bears while you were reading? Were there any text features that helped you better understand your reading?" Have students read the pages that support their answers.

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

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *digging, swimming, and walking*.
- Find and discuss the words with the *cl* onset: *claws* and *climb*.
- Find and discuss the word *brown* with the *own* rime. Create other words with the same ending sound (*clown, crown, down, and gown*).

Rereading for fluency

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

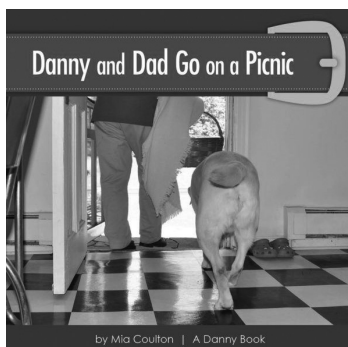
Writing activity

- Have each student create a web diagram graphic organizer for brown bears. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

FUN FACT

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

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



Danny and Dad Go on a Picnic

Level H / 224 words / fiction

High frequency words:

about, around, found, sing, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where are Danny and Dad going? Have you ever been on a picnic?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *beautiful, picnic, sandwich, and shady*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

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 this story take place? What happened in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he found out that Danny ate his lunch? Have you ever met anyone who was like Danny in this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *stay-way* and *spot-forgot-got*.
- Point out and discuss the apostrophe in the words *I've*, *everything's*, *didn't*, and *let's*. Explain that these words are all contractions.
- On separate cards, draw the foods that Dad put into the picnic basket and write their names: *apple, cheese sandwich, and dogfood*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

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

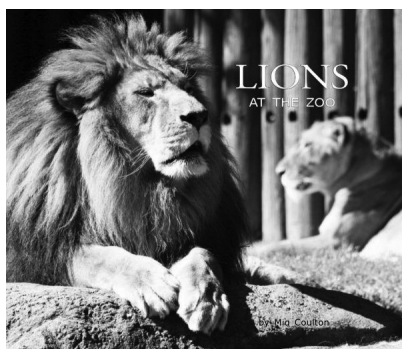
Writing activity

- Choose a photo from the story. Add a speech bubble and ask the students to fill in what Danny or Dad might say. Have them read their speech bubbles to each other.

FUN FACT

In the United States,
National Picnic Day is celebrated on April 23.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing rhyming words; Noticing apostrophes in contractions; Sequencing; Rereading.



Lions at the Zoo

Level I / 163 words / informational

High frequency words:

around, both, every, long, only

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *female, lioness, signal, wherever, and whisker*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

When lions breed with tigers, the resulting animals are known as *ligers* or *tigons*. There are also lion and leopard hybrids known as *leopons* and lion and jaguar hybrids known as *jag lions*.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How is a female lion different from a male lion? Why do lions have whiskers?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the lion cub stays close to the mother lioness? Why do you think the sound of a lion's roar can be heard up to five miles away? What did you learn that you didn't know before about lions?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *male, mane, and pride*.
- Point out the *pr* onset in the word *pride*. Using magnetic letters, create other words with the *pr* beginning sound (*prune, print, proud, pry*).

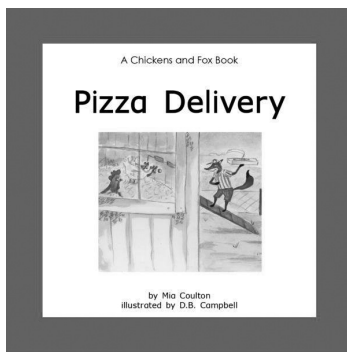
Rereading for fluency

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

Writing activity

- Have each student create a web diagram graphic organizer for lions. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Practicing words with the CVCe pattern; Practicing the *pr* onset; Rereading; Introducing the web diagram graphic organizer.



Pizza Delivery

Level H / 104 words / fiction

High frequency words:

first, how, own, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the illustration on the front cover? What do you think is going to happen next?"

Look through all the pictures

- Using the language in the story, discuss each illustration in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *delicious, delivery, knock, outfox, peephole, scissors, and voice*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *peephole* and *outfox* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why does the fox dress up in the pizza delivery costume? How do the chickens scare the fox?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What does it mean to *outfox* someone? Can you think of a time when you have been *outfoxed*? How did that make you feel?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the action words (verbs) with the *-ed* suffix: *dropped, jumped, looked, and opened*.
- Point out and discuss the apostrophe in the words *who's* and *it's*. Explain that *who's* is a contraction that means *who is* or *who has* and *it's* is a contraction that means *it is* or *it has*.
- Find and discuss the plural nouns *scissors* and *chickens*.

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.

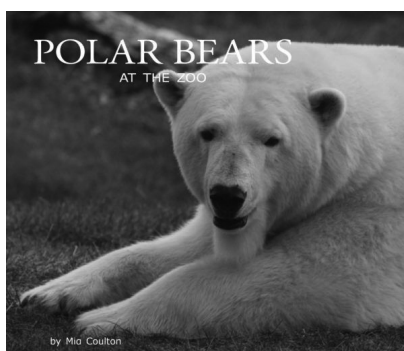
Writing activity

- Choose an illustration of either the chickens or the fox in the story. Add a speech bubble and ask the students to fill in the what the character(s) might say. Have them read their speech bubbles to each other.

FUN FACT

In 2005, the record for the world's largest rectangular pizza was set in Iowa Falls, Iowa. A team of 200 people created the 129 foot X 98.6 foot pizza - enough pizza to feed the town's 5,200 residents ten slices each.

Teaching Points: Introducing new words; Noticing compound words; Noticing action words: Practicing words with the *-ed* suffix; Noticing plural nouns; Rereading.



Polar Bears at the Zoo

Level H / 141 words / informational

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *absorbs, footpads, underneath, and Velcro*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *footpads* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.

FUN FACT

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

- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

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

Word work

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

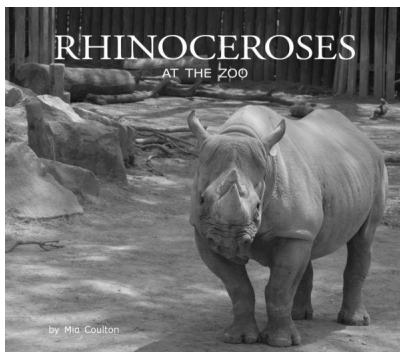
Rereading for fluency

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

Writing activity

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

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



Rhinoceroses at the Zoo

Level G / 124 words / informational

High frequency words:

have, its, of, their, they, with

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *eyesight*, *carrying*, and *weight*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *eyesight* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

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

After reading

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

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *carrying*, *sleeping*, and *wrapping*.
- Find and discuss the plural nouns: *ears*, *legs*, *rhinos*, *toes*, and *horns*.
- Find and discuss the words with the */ea/* vowel pattern: *each* and *ears*.

Rereading for fluency

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

Writing activity

- Have each student write and complete the following sentence: "Rhinos have _____ horns on their head." Then have the students draw a picture that corresponds to what they have written.

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



Cheetahs at the Zoo

Level I / 133 words / informational

High frequency words:

after, black, long, their

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *flexible, fuzzy, mantle, and protects*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

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

- **Literal comprehension:** The answers are in the text. Ask, "What parts of the cheetah's body help it go fast? What is the purpose of the cheetah's tear stripes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think cheetahs need to rest after running? How do you feel after running? How and where could you find more information about cheetahs?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *resting* and *running*.
- Point out the *sk* onset in the word *skin*. Using magnetic letters, create other words with the *sk* beginning sound (*skid, skip, sky*).

Rereading for fluency

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

Writing activity

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

FUN FACT

Cheetahs have evolved to live where water is scarce, and can survive on one drink every three to four days.

Teaching Points: Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing words with the *-ing* suffix; Practicing the *sk* onset; Rereading.

Danny and the Bully



by Mia Coulton

Danny and the Bully

Level H / 344 words / fiction

High frequency words:

about, know, today, try, very, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think this story is going to be about? How do you think Danny will react to the Bully in the story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *growled, maybe, next, and thought*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

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 are the characters in this story? Where does this story take place? What happens in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think Spike bullied Danny? Have you ever been bullied? What did you do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ea/ vowel pattern: *mean* and *leave*.
- Find and discuss the words with the /ay/ vowel pattern: *day, okay, play, someday, stay, and today*.

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.

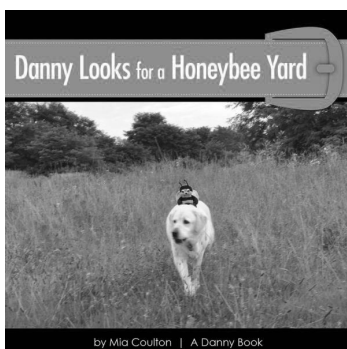
Writing activity

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

A national survey commissioned by the Cartoon Network in 2017 found that more than 90% of students said that adults in their family and teachers at school set good examples of kind behavior. Less than half of the kids said that adults in government do the same.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing the /ea/ sound; Practicing the /ay/ sound; Rereading; Introducing the story map graphic organizer.



Danny Looks for a Honeybee Yard

Level G / 160 words / fiction

High frequency words:

be, by, don't, has, they, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing on the front cover? Where do you think they are going?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *honeybee, wooden, buzz, and hungry*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *honeybee* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

The honey bee is the only insect that produces food eaten by man. A beekeeper, or *apiarist*, keeps bees in order to collect their honey and other products that the hive produces. A location where bees are kept is called an *apiary* or "bee yard."

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny and Bee want to find the honeybee yard? What sound did Danny and Bee hear that helped them find the honeybee yard?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when he didn't get to meet any bees? Can you think of any uses for honey other than to eat it on toast?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the -ed suffix: *looked, listened, and stopped*.
- Find and discuss the homonymns *here* and *hear*.
- Find and discuss the plural nouns: *beehives, bees, boxes, friends, and honeybees*. Change the following words into plural nouns: *sign, snack, and yard*.

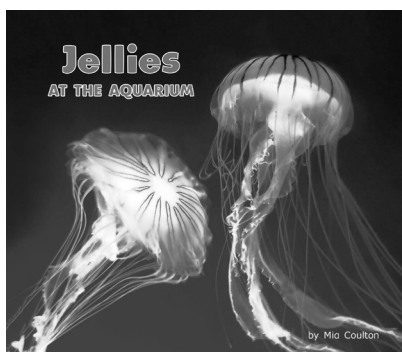
Rereading for fluency

- 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

- Find and discuss the warning sign on page 5. Have each student design a warning sign for a honeybee yard, including words and pictures.

Teaching Points: Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing the -ed suffix; Introducing homonymns; Practicing plural nouns; Rereading.



Jellies at the Aquarium

Level H / 154 words / informational

High frequency words:

many, they, together

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *aquarium, tentacles, umbrella, and water*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How do jellies move through the water? What are some other words for groups of jellies?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

Writing activity

- Have each student create a web diagram graphic organizer for jellies. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

FUN FACT

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

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



Spring in the Woods

Level H / 146 words / informational

High frequency words:

always, around, full, new, very

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *black-capped*, *chickadee*, *exciting*, *observe*, *red-bellied*, *salamander*, and *wildflowers*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *wildflowers* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

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

After reading

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

Word work

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

Rereading for fluency

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

Writing activity

- Have each student create a web diagram graphic organizer for spring in the woods. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing rhyming words; Noticing apostrophes in contractions; Rereading; Introducing the web diagram graphic organizer.

Spy Danny



by Mia Coulton

Spy Danny

Level I / 230 words / fiction

High frequency words:

always, around, ate, first, know, long, pretty

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think is going to happen in the story? Have you ever pretended to be a spy?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *eyebrows, clippers, footprint, magnifying, mustache, and outside*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyebrows, footprints, and outside* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Where does this story take place? What do you know about the characters in the story? What was the problem? How did the characters solve the problem?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would you have done if you were one of the characters in this story? Why?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the homophones *know* and *no* in the story. Homophones are words that sound alike, but have different spellings and meanings.
- Find and discuss the plural nouns: *bushes, glasses, clippers, spies, and shoes*.

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

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

There have been animal spies throughout history. Homing pigeons dispatched messages between groups, while ravens and cats retrieved documents and served as living listening devices.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Noticing homophones; Practicing plural nouns; Rereading; Introducing the story map graphic organizer.



Summer in the Woods

Level H / 150 words / informational

High frequency words:

around, fly, many, very

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *bumblebee, chirp, dragonfly, and grasshopper*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *dragonfly* and *grasshopper* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did you learn about summer in the woods?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does summer look like where you live? Why do you think insects are more active in the summer?"

Word work

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

Rereading for fluency

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

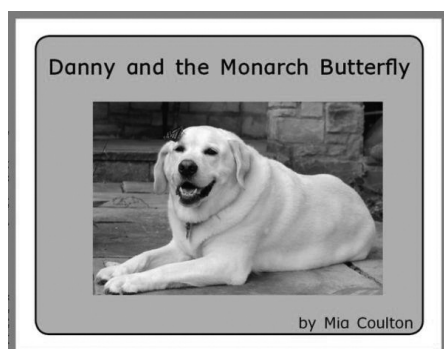
Writing activity

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

FUN FACT

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

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



Danny and the Monarch Butterfly

Level I / 282 words / informational

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *butterfly, caterpillar, larva, pupa, metamorphosis, milkweed, and monarch*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *butterfly* and *milkweed* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

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

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What was the main idea of this book? What did you learn about the butterfly's life cycle?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What did you find interesting in this book? Why? What do you think will happen to the butterfly next?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ed* suffix: *changed, dropped, hatched, looked, and watched*.
- On separate cards, write and draw each stage of the butterfly's life cycle: *egg, caterpillar, chrysalis, and butterfly*. Have the students put the cards in sequential order to match the text.

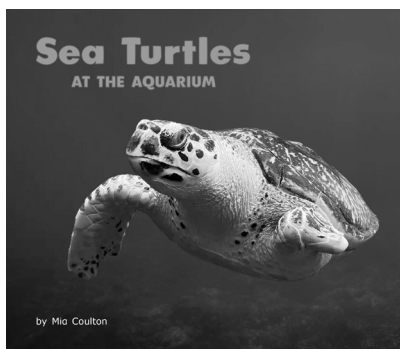
Rereading for fluency

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

Writing activity

- Have the students create a timeline wheel graphic organizer with text and drawings for the butterfly's life cycle in this story. A timeline wheel allows students to list information in sequential order. Once complete, have the students use the information on their timeline wheel to write a sentence about butterflies.

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



Sea Turtles at the Aquarium

Level I / 210 words / informational

High frequency words:

every, must, right, their

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *breath, breathe, tear, type, and sponges*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What parts of the sea turtle's body help it swim? What is the purpose of the shape of a sea turtle's beak?" Have students read the pages that support their answers.

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

Word work

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

Rereading for fluency

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

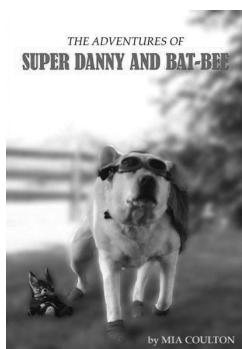
Writing activity

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

FUN FACT

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

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



The Adventures of Super Danny and Bat-Bee

Level K / 986 words / fiction

High frequency words:

around, better, think, walk

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *familiar, impatiently, scolded, scurried, mild-mannered, remembered, speckled, and enough*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

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 were the most important events in this story? Did you learn anything new about the characters that you didn't know before?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to be a character in this story? Which one and why? What do you predict will happen the next time Super Danny and Bat-Bee attempt to save the day?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with *silent* letters: *climb, limb, right, and sights*.
- Find and discuss the adverbs: *quickly, slowly, carefully, softly, and impatiently*. Adverbs often tell when, where, why, or under what conditions something happens or happened. Adverbs typically end in *-ly*.

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 elaborate on the text by creating a future episode where Super Danny and Bat-Bee go out to help a friend and save the day. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Did you know that many superheroes have middle names? Spider-Man's name is Peter Benjamin Parker, Hulk's name is Robert Bruce Banner, and Superman's middle name is Joseph.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Noticing words with silent letters; Noticing adverbs; Rereading.



Winter in the Woods

Level J / 223 words / informational

High frequency words:

brown, every, fly, old, walk, warm

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *amazing, deciduous, insulating, nocturnal, and unique*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *underneath, outside, and evergreen* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

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

After reading

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

Word work

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

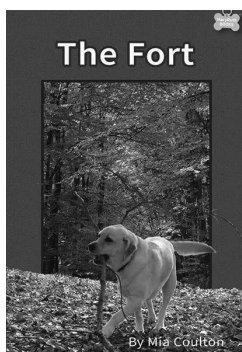
Rereading for fluency

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

Writing activity

- Have each student create a web diagram graphic organizer for winter in the woods. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing the /ee/ sound; Practicing the /ea/ sound; Rereading; Introducing the web diagram graphic organizer.



The Fort

Level I / 533 words / fiction

High frequency words:

again, fall, pick, soon, walk

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think this story is about? Have you ever built a fort?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *beginning, distance, sniff, and wondered*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Who are the characters in this story? What is the setting? What are some things that happened in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny feels at the end of this story? How do you think Bee feels?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *oo* vowel pattern: *roof, soon, and roof*.
- Find and discuss the words with the *gr* onset: *ground, grumpy, and groundhog*.

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.

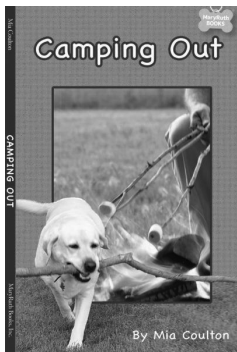
Writing activity

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

"Creating secret forts, dens, hideouts, and playhouses isn't just random play, it's a universal drive that's rooted in kids' healthy development," says educator David Sobel. Forts help kids figure out their nearby world, create their own separate space, and have fun.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the *oo* vowel pattern; Practicing the *gr* onset; Rereading; Introducing the story map graphic organizer.



Camping Out

Level J / 726 words / fiction

High frequency words:

again, around, before, best, better, far, first, much, must, once, please, upon

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been camping? What do you think will happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *binoculars, delicious, marshmallows, and exclaimed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *Beartown, overlooking, backpack, campfire, campground, and campsite* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What was the setting of this story? What was an important event that occurred?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to go camping with Danny and Dad? Why or why not? Do you think Danny felt brave or afraid when he heard the noise? Why? Is there anything you would change about this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *-ing* suffix: *pointing, roasting, sharing, sleeping, watching, and hiking*.
- Find and discuss the words with the *-ed* suffix: *wondered, sounded, started, suggested, stuffed, wanted, looked, and gobbled*.

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.

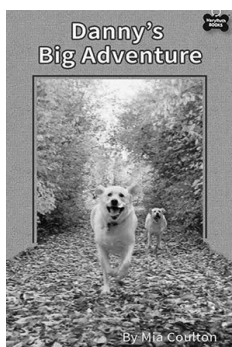
Writing activity

- Print out the attached pictures from the text. Have each student use them to create a photo album of Danny and Dad's camping trip, placing the photos in sequential order to match the story. Have them write a caption for each picture, adding their own ending to the story. Encourage the students to share their albums with each other.

FUN FACT

When camping, crickets can help you figure out the temperature. Count the number of chirps you hear in fourteen seconds. To determine the temperature in degrees Fahrenheit, add 40 to that number.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing words with the *-ing* suffix; Practicing the *-ed* suffix; Rereading; Sequencing.



Danny's Big Adventure

Level J / 1254 words / fiction

High frequency words:

again, first, much, own, please, sleep, soon, start, thank

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *adventure, guess, luggage, and opposite*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *cowboy, downstairs, backpack, goodbye, outside, and someone* are compound words. Pay special attention to the names of the places Dad visited while on his adventure.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

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

FUN FACT

Traveling can help improve your problem solving skills and overall brain health. Traveling can also make you more creative and smarter.

- **Literal comprehension:** The answers are in the text. Ask, "Who are the characters in this story? What were the most important events in this story? What did Danny do on his adventure? What did Dad do on his adventure?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "If you could trade places with one of the characters in this story, who would it be? Why? If you could interview Danny, what questions would you ask him? What questions would you ask Abby? What about Dad?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *chase, close, home, late, mile, race, and take*.
- Point out and discuss the contractions: *you'll, where's, she's, it's, and can't*.

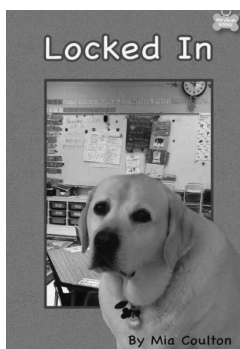
Rereading for fluency

- 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 a postcard - either one to Dad from Danny explaining all of his adventures with Abby, or one to Danny from Dad after one of the stops on his big trip. Have the students write on one side of the postcard and draw a picture on the other side that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the CVCe word pattern; Noticing contractions; Rereading.



Locked In

Level J / 970 words / fiction

High frequency words:

been, before, first, gave, open, very

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been locked in or locked out of someplace? How did that make you feel? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *stomach, hurried, laundry, determined, remembered, and squeezed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *something, playground, everybody, outside, pancakes, hallway, and inside* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

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 happened to Danny in this story? How was Danny's problem solved?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Did you learn anything new about Danny in this story? Is there anything you would change about this story? What would it be? What do you think Danny would have done if Dad had not found him?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCC pattern: *ball, down, fast, kept, want, yard, and long*.
- Point out and discuss the contractions: *couldn't, wouldn't, didn't, and let's*.

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.

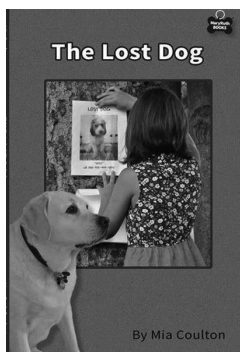
Writing activity

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

The oldest known locks are roughly 4,000 years old. They were made by Egyptians, and were large wooden bolts that secured doors.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the CVCC word pattern; Noticing contractions; Rereading; Introducing the story map graphic organizer.



The Lost Dog

Level J / 766 words / fiction

High frequency words:

about, again, around, once, soon, thank, wish

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been lost? What did you do? How did you feel?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *biscuit, predict, knock, quickly, snuggled, absolutely, neighbor, Wiggins, and sure*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Prompt, "Summarize what you read today." Ask, "What was the main problem in the story? How was the problem solved?" Have students read the pages that support their answers and responses.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to be a character in this story? Why or why not? If you could trade places with one of the characters, who would it be and what would you do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the st blend: *lost, storm, stuck, stop, and still*.
- Find and practice the words with the CVCe pattern: *cute, ride, game, hide, made, and pine*.
- Find and discuss the punctuation marks in the text.

Rereading for fluency

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

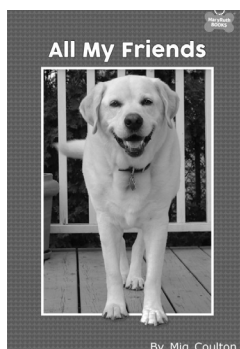
Writing activity

- Either provide copies or have students draw their own pictures of the characters from the story. Have the students write words describing the characters on separate cards. Then have the students match the appropriate word descriptions to each character.
- Using the same pictures, have the students work in pairs to retell the events from the story.

FUN FACT

Ten items you will always find in the
Lost and Found at school: lunchboxes, keys,
water bottles, jackets, umbrellas, cellphones,
school IDs, toys, textbooks, and backpacks.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the st blend; Practicing words with the CVCe pattern; Noticing punctuation; Rereading; Retelling.



All My Friends

Level K / 1035 words / fiction

High frequency words:

again, always, around, just, many, never, pick, please

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "How would you describe a friend? Who are some of Danny's friends?"

Look through all the pictures

- Using the language in the text, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *dramatic, exhausting, imagination, responsibility, serious, sprinkler, and therapy*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who were some of Danny's friends that you met in this story? Did you learn anything new about Danny's friends? Did you learn anything new about Danny?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think it is important to have different kinds of friends? Which type of friend are you?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *-ing* suffix: *running, dribbling, training, chasing, swimming, thinking, getting, playing, and exhausting*.
- Point out and discuss the contractions: *can't, doesn't, don't, he's, isn't, and it's*.

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.

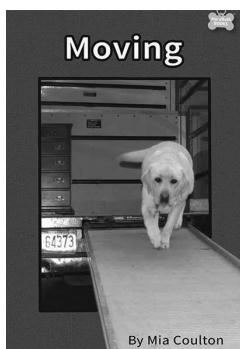
Writing activity

- Give a picture of one of Danny's friends from the story to each student. Add a speech bubble to each picture and have the student write dialogue for the friend in the photo. Discuss the order each friend was introduced in the text, and help the students put the pictures in the correct order. Then reintroduce Danny's friends by having each student read his/her speech bubble in the order each friend was introduced in the text.

FUN FACT

According to Buddha, we each need four types of friends in our life. The *helper* friend gives aid when needed and asks for nothing in return. The *enduring* friend stands by you through every event in your life. The *mentor* friend teaches, restrains, and guides. The *compassionate* friend encourages, celebrates, protects, and supports.

Teaching Points: Introducing new words; Practicing the *-ing* suffix; Noticing contractions; Rereading; Sequencing; Retelling.



Moving

Level K / 1171 words / fiction

High frequency words:

about, always, around, never, old

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *comfort, stomach, memory, believe, breath, and continued*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *birthday, shortcut, goodbye, and goodnight* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

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 were the most important events that happened in this story? Did you learn anything new about Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What questions would you ask Danny about his move? How do you feel about this story? Would you recommend it to someone else? Why or Why not?"

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 VVC vowel pattern: *keep, sleep, door, look, room, and deep*.
- Find and discuss the plural nouns: *boxes, burrs, bushes, games, photos, puppies, windows, and birds*.
- Point out and discuss the contractions: *couldn't, wasn't, didn't, and that's*.

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.

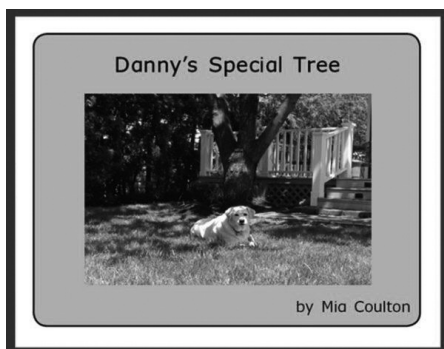
Writing activity

- Give a different picture from the story to each student. Add a speech bubble to each picture and have the student write dialogue for the character in the photo. Discuss the order of events in the text, and help the students put the pictures in the correct order. Then retell the story by having each student read his/her speech bubble in sequential order.

FUN FACT

The average American moves 11.7 times in his or her lifetime. Nearly 45 million Americans move each year, an enormous number that also happens to be the same number as California's entire population.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the VVC vowel pattern; Practicing plural nouns; Noticing contractions; Rereading; Retelling.



Danny's Special Tree

Level M / 400 words / informational

High frequency words:

about, ask, clean, pull, together

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: italicized words, diagram, bold words, glossary, photographs.
- Possible discussion questions: "What are your predictions for this book? What do you know about the environment?"

Look through all the pictures

- Using the language in the text, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *special, shelter, carbon dioxide, oxygen, breathe, recycle, photosynthesis, and scientist*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny like his tree? What promise did Danny make?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What did you learn that you didn't know before? Why do you think the author wrote this story? How do you know? How has your opinion of trees changed after reading this book?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words: *made-shade, sees-trees, spill-will, and store-more*.
- Find and discuss the plural nouns: *pictures, trees, pancakes, insects, leaves, and boxes*.

Rereading for fluency

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

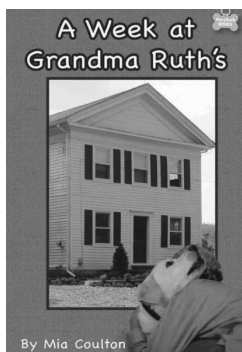
Writing activity

- Together, create a web diagram graphic organizer for *Danny's Special Tree*.
- Find and discuss Danny's promise about how he will protect his special tree and the earth. Discuss his plan to reduce, reuse, and recycle. Have each student write their own promise for taking care of the earth and then have them draw a picture that corresponds to what they have written. Have them share their promises with each other.

FUN FACT

Each ton of recycled paper can save 17 trees, 380 gallons of oil, three cubic yards of landfill space, 4,000 kilowatts of energy, and 7,000 gallons of water!

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Practicing rhyming words; Practicing plural nouns; Rereading; Introducing the web diagram graphic organizer; Introducing environmentalism.



A Week at Grandma Ruth's

Level K / 1259 words / fiction

High frequency words:

again, always, because, far, pretty

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you do at your grandparent's house? What do you think Danny will do at Grandma Ruth's house?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *country, luggage, exactly, tongue, ghost, whistle, and machines*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

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

FUN FACT

In the United States, Grandparents Day has been celebrated since 1978, on the first Sunday after Labor Day. The goal of Grandparents Day is educating the country's youth about the contributions seniors have made throughout history.

- **Literal comprehension:** The answers are in the text. Ask, "Where did this story take place? Who were the characters? What happens in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you bring with you when you spend the night away from home? Who was your favorite character and why? Would you recommend this story to a friend? Why or why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the -ed suffix: *patted, baked, stopped, looked, plopped, and packed*.
- Point out and discuss the contractions: *you've, let's, didn't, and it's*.
- Find and discuss the words with the *long e* sound: *week, sleep, need, leash, bees, clean, seen, eat, and three*.

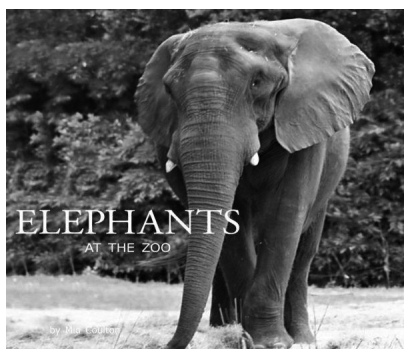
Rereading for fluency

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

Writing activity

- At the end of the story, Grandma Ruth wrote a thank you note to Danny. Have each student write a thank you note to Grandma Ruth from Danny, making sure that they mention two events that happened during Danny's stay. Have the students read their thank you notes to each other.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the -ed suffix; Noticing contractions; Practicing the *long e* sound; Rereading; Practicing writing thank you notes.



Elephants at the Zoo

Level I / 195 words / informational

High frequency words:

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

Before reading

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

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *eyelashes, breathing, sensitive, and sunburned*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *eyelashes* and *sunburned* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How do elephants use their trunks? Why do elephants have long eyelashes?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else would you like to learn about elephants? What would you do if you had a trunk for a nose?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *breathing, digging, drinking, eating, and spraying*.
- Point out the *in* rime in the word *skin*. Create other words with the *in* ending sound (*chin, fin, thin, win*).

Rereading for fluency

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

Writing activity

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

FUN FACT

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

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