

# 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.

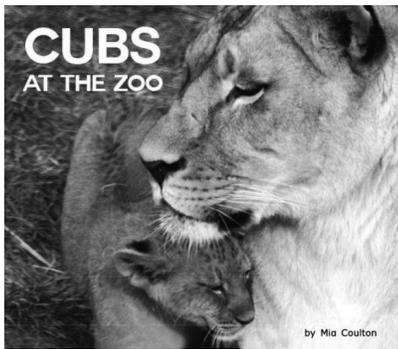
## Writing activity

- 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.



# Cubs at the Zoo

Level B / 30 words / informational text

High frequency words:

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

## Before reading

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

## Look through all the pictures

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

## Reading the text

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

### FUN FACT

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

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Say, "Name some animals from this story that have cubs." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other animals whose offspring are called cubs? What are some other baby animal names (*foal, kit, calf*)?"

## Word work

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

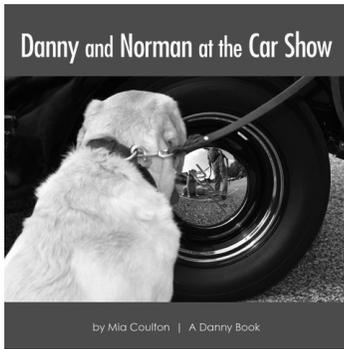
## Rereading for fluency

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

## Writing activity

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

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



# Danny and Norman at the Car Show

Level B / 36 words / fiction

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

## Before reading

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

## Look through all the pictures

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

## Reading the text

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

### FUN FACT

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

## After reading

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

## Word work

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

## Rereading for fluency

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

## Writing activity

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

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



# 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.

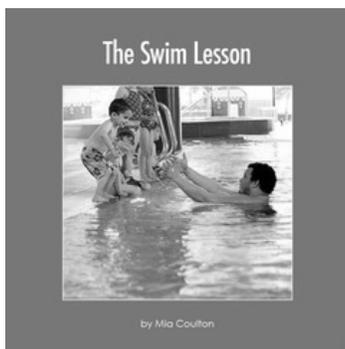
## Writing activity

- 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.



# 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.

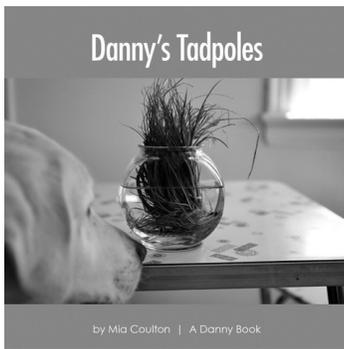
## Writing activity

- 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).



# 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.

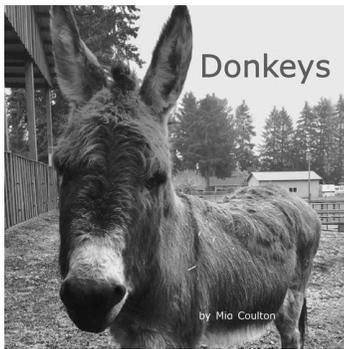
### Rereading for fluency

- 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.