

# Guided Reading Passages

{Levels K-M}

Spring  
Edition

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Learning to the Core



### Teacher Notes:

Lesson Plans: Each passage includes a lesson plan, passage, reading response questions and running record. All you need to do is print and copy and you are all ready to get your leveled guided reading groups going! The lesson plans for each level are very similar due to each text being at the same level. The lesson plan provides a guide to help you use each passage- the plan is the same plan I follow when using these passages. I narrow down what to focus on each story for the "introduce story" part based on what is seen most frequently in each text. You may also find it necessary to focus on slightly different concepts with each passage and you may want to do more front loading of vocabulary than the words I listed on each lesson plan, based on your students. \*Before introducing the new story each day, I usually also give my students 1-2 minutes to read through any stories we have already read as a warm up activity. They generally use whisper phones at this time to make it more exciting...and so they are practicing reading fluently. :) I didn't include this in the lesson plan because you may not have time for this, but I highly recommend doing so, if you can squeeze in an extra minute! These passages and reading response questions are meant to be at the child's instructional level- so there may be some challenging words, but overall, reading the passages should help build the child's confidence and help them become better readers!

Reading Response Questions: I included the response questions on the same page so that students can easily refer to the text for their answers and have the text right there in front of them. The response questions are a combination of simple comprehension questions as well as some that require a little more thinking ('why' or 'how' questions). Some questions allow for multiple responses. As long as the students are getting the information from the text, they aren't wrong- you can expect a variety of answers. I included two written response questions. In the 'After Reading' section of the lesson plans, I included the option to have students go back and highlight or underline evidence from within the text that helped them answer each question. This is a great skill to include, if you have time, to ensure students are actually referring to the text for their answers.

Running Records: I use the running record (two to a page to save paper) to check in on how my students are doing. I generally will assess my students with these running records so that I have a score for each student every other week. If students are scoring at the instructional level based on their percentage correct, then I continue using the same level passages until they reach the Independent score. If students are at the Frustrational level, then they are not quite ready for these passages, so then I either use one level lower passages or I work directly with those students during guided reading to see what kinds of errors are causing them not to read at an instructional or independent level. At Level L & M, students are required to read with 95-97% accuracy for their Instructional reading level and 98-100% for Independent reading level. Anything below 95% is considered Frustrational. For all of the passages, I included a running record for around 230 words- I took a portion of the text rather than using the entire passage because they are very long! Enough information about each reader should be evident from the shortened running records. If you use M, S, V (meaning, structure or visual error) normally with running records, you can simply mark that information about the student errors within the notes box. I included the number of words in each passage and the score students need to get for each level {frustrational, instructional or independent} so all you need to do is listen to the student read and then count up their score! If you want their exact percentage (vs the range for Instructional/frustrational, independent) simply divide their number correct by the total.

Teacher Notes:

Passages: The passages each follow the basics of an F&P leveled guided reading text. At this stage, students should not be pointing to each word, but if they struggle with finding the next line on the page, they can still do so to keep their place. At each of these levels, students should be readers who apply fix up strategies to figure out challenging words that they cannot read right away. These readers should be breaking the words down to syllables, patterns, parts they know with minimal guidance from you. My students have not only loved these passages, but they also have been very successful reading these passages and I hope yours are too!

Level K: These passages include advanced sight words, in addition to simple sight words, as well as pictures that go with the overall idea of the text. There are generally 4-8 sentences in each section to help students with their fluency. Students should be comfortable reading more than a few sentences at a time. Students will need to apply their fix up strategies to figure out some of the more challenging words (I included examples of what students can do in the "introducing story" portion of the plans, as well as some prompts to help direct students in the "during reading" section). These Level K passages have more text and include longer complex sentences. The sentences include a variety of word patterns, such as: digraphs and consonant clusters/blends (at the beginning/middle/end of words), various endings, (including comparative endings), base words with prefixes and suffixes, compound words, prepositional phrases, contractions (including possessives), plural vs singular words, 1-3 syllable words, silent letter sounds (kn-), consonants making different sounds than usual (g, c, th, ch, etc), y at the end of a word (making a long e/i sound), vowel combinations and silent e words. These passages also may include some bold words, exclamation points, quotations (including dialogue among multiple speakers) and question marks to encourage students to add expression while they read. Level K focuses heavily on the reader self monitoring and self correcting with attention to reading at an appropriate rate.

Level L: These passages include advanced sight words, in addition to simple sight words, as well as pictures that go with the overall idea of the text. There are generally 5-12 sentences in each section to help students with their fluency. Students should be comfortable reading more than a few sentences at a time. Students will need to apply their fix up strategies to figure out some of the more challenging words (I included examples of what students can do in the "introducing story" portion of the plans, as well as some prompts to help direct students in the "during reading" section). These Level L passages have a lot of text and include long, complex sentences. The sentences include a variety of word patterns, such as: digraphs and consonant clusters/blends (at the beginning/middle/end of words), various endings, (including comparative endings), base words with prefixes and suffixes, compound words, prepositional phrases, contractions (including possessives), plural vs singular words, 1-3 syllable words, silent letter sounds (kn-), consonants making different sounds than usual (g, c, th, ch, etc), y at the end of a word (making a long e/i sound), signal words (first, finally), vowel combinations and silent e words. Indented paragraphs are also seen in the passages. These passages also may include some bold words, exclamation points, quotations (including dialogue among multiple speakers) and question marks to encourage students to add expression while they read. Level L focuses heavily on the reader self monitoring and self correcting with attention to reading at an appropriate rate with good phrasing and intonation.

### Teacher Notes:

Level M: These passages include advanced sight words, in addition to simple sight words, as well as pictures that go with the overall idea of the text. The passages are broken up into paragraphs (of anywhere from 4-14 sentences) to help students with their fluency. Students should be comfortable reading more than a few sentences in a paragraph at a time. Students will need to apply their fix up strategies to figure out some of the more challenging words (I included examples of what students can do in the "introducing story" portion of the plans, as well as some prompts to help direct students in the "during reading" section). These Level M passages have a lot of text and include long, complex sentences. The sentences include a variety of word patterns, such as: digraphs and consonant clusters/blends (at the beginning/middle/end of words), various endings representing past/present/future tense, (including comparative endings), base words with prefixes and suffixes, compound words, prepositional phrases, contractions (including possessives), plural vs singular words, 1-4 syllable words, silent letter sounds (kn-), consonants making different sounds than usual (g, c, th, ch, etc), y at the end of a word (making a long e/i sound), signal words (first, finally), multiple meaning words, vowel combinations (including patterns that make more than one sound- 'oo' in book vs 'oo' in moon) and silent e words. Indented paragraphs are also seen in the passages. These passages also may include some bold words, exclamation points, quotations (including dialogue among multiple speakers) and question marks to encourage students to add expression while they read. Level M focuses heavily on the reader self monitoring regularly and self correcting with attention to reading at an appropriate rate with good phrasing, expression and intonation. The readers should be able to adjust their pace while reading- slowing down or speeding up.

\*I keep these all in a 3 pronged folder for each week and then also use these as a fluency folder for extra practice whenever we have the time. You may also want to have students take the passages home to read at the end of each week for more practice! On page 7 I included the cover that I put on these folders for each student.

Happy  
Reading!

## Level K Passages:

- p. 8-10 Rainy Day Fun
- p. 11-13 Rain Gear for Everyone
- p. 14-16 Not So Bad
- p. 17-19 Nobody Noticed!
- p. 20-22 The Spring Season

## Level L Passages:

- p. 23-25 Helpful Friends
- p. 26-28 A Special Rainy Day
- p. 29-31 A New Role
- p. 32-34 Fred and Frankie
- p. 35-37 Spring in the Tree House

## Level M Passages:

- p. 38-40 Leader of the Day
- p. 41-43 Paddle Ride
- p. 44-46 The Thunderstorm
- p. 47-49 Rainy Day Friends
- p. 50-52 Ready for the Rain

\*The passages for each level may be in read in any order!

# This pack in action!

## Lesson Plan: Rainy Day Fun {Level K}

### Before Reading (5 mins):

#### Introduce Story (2 mins):

\*Today the title of our story is Rainy Day Fun. This is a story about friends that spend an entire day playing outside in the rain. They have a list of things they want to do on the rainy day.

\*Most parts of this story will have them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

- \*Consonants with different sounds: Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc) when you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound. Examples in story: ongo, singo, diggedo.
- \*Words with silent consonants: Sometimes words have silent letters that we do not say anything for while reading them. When reading, Examples: start a or vowel combinations.
- \*Different long vowel combinations: Examples: ai and ie.

\*Model how to do this during combination. I'm going to say the letters.

Lesson plan for each passage

### 2. Tricky Words

Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex- -ally/blends/consonant onset/digraphs/word endings (er, est, ing, ed, a) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: things, list

### 3. Self Purpose for Reading (1 min):

\*Today we are reading to find out what the kids do on the rainy day.

\*We also need to make sure to use our fix ups.

### 4. During Reading (5 mins):

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

- \*Look at the pictures.
- \*Is that a word we already know?
- \*Can you say all the sounds in the word?
- \*Can you break up the word into smaller parts?
- \*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

### 5. After Reading (5-10 mins):

Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

- What was this story all about?
- What are important details from the story?
- Who are the characters and what is the setting of this story?
- Is this fiction or non fiction? How can you tell?
- What happened at the beginning/middle/end of the story?
- Why is this a good title for the story?
- What did the author mean when she wrote \_\_\_\_\_?
- Does this story remind you of any other stories you have read?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6. If time: Have students go back to the text and reread the text and sentence which helped them answer questions.

## Level K Sample

### Rainy Day Fun

Name: \_\_\_\_\_

Molly, Charlie and Meg live close to each other. Their houses are right down the street from each other. Most days they play inside or in the snow. It doesn't matter what they are doing, they always have fun. In the spring they mainly play outside. Even when it's raining, it is still fun for them to be outside.

Molly likes to make lists. She likes to check things off her lists. Once in a while, she makes a list with Charlie and Meg. They hadn't made a list for a spring day yet. Molly thought today was a good day to make a list. She started writing one while she was at home. At that point in the morning, it was raining. Everything she wrote down had to do with the rain.

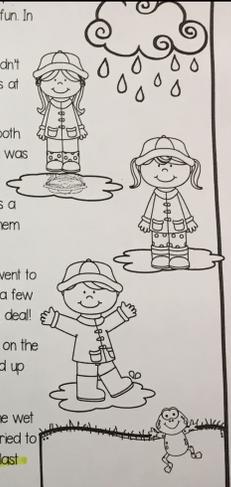
Charlie and Meg came over to Molly's house right after she finished the list. She shared the list with Charlie and Meg. They both thought the list was full of good ideas. Molly had written three main things she wanted to check off that day. First on the list was jumping in puddles. The rain was still coming down hard. There were plenty of puddles to choose from.

The three friends went outside. They jumped in puddles on the driveway and sidewalk. They giggled as they jumped. It was a great first thing to do that day. Molly ran inside and checked the first thing on their list. Then she came back out and told them what was next on the list. It was another thing that would be easy to do on this rainy day.

Molly, Charlie and Meg had to find worms. Since there were so many puddles, there were also plenty of worms. Each kid went to their own puddle. They then searched the puddles for worms. Molly found three in one puddle! Charlie and Meg also found a few in their puddles. Meg decided to pick one of the worms up. That grossed Molly and Charlie out. Meg didn't think it was a big deal!

Molly again ran back inside to cross finding worms off the list. She then hurried back out to Charlie and Meg. The last thing on the list was to find a frog. This one might be a little more challenging. The three friends searched all over the yard. They walked up and down the yard. Nobody found anything at first. But then Charlie started shouting.

Charlie found a frog! It blended in well with the grass, but it was there. It wasn't a big frog. It just seemed to be enjoying the wet grass. Molly was so excited! They followed the frog around for a while. He kept hopping away from them. Meg of course tried to pick it up, but they couldn't ever catch it. After playing in the yard a little longer, Molly rushed inside. She had to check the last thing off the list!



What did Charlie, Meg and Molly do together on the rainy day?  
They jumped in puddles and Charlie found a frog and Meg and Molly found worms.

Why did Molly rush inside at the end of the story?  
Molly had to check off the last thing.

Running record assessment for each passage

Molly, Charlie and Meg live close to each other. Their houses are right down the street from each other. Most days they play at each other's houses. In the winter they play inside or in the snow. It doesn't matter what they are doing, they always have fun. In the spring they mainly play outside. Even when it's raining, it is still fun for them to be outside.

Molly likes to make lists. She likes to check things off her lists. Once in a while, she makes a list with Charlie and Meg. They hadn't made a list for a spring day yet. Molly thought today was a good day to make a list. She started writing one while she was at home. At that point in the morning, it was raining. Everything she wrote down had to do with the rain.

Charlie and Meg came over to Molly's house right after she finished the list. She shared the list with Charlie and Meg. They both thought the list was full of good ideas. Molly had written three main things she wanted to check off that day. First on the list was jumping in puddles. The rain was still coming down hard. There were plenty of puddles to choose from.

The three friends went outside. They jumped in puddles on the driveway and sidewalk. They giggled as they jumped. It was a great first thing to do that day.

Observational Notes:

Errors: 9 Self Corrects: 3

\*Some SC  
\*reads quickly  
↳ doesn't stop to fix errors

\*work on digraphs (wh, th words)  
\*Ind!

Score: 229/238 (96% Total Word Count)  
Percentage Correct: 96%

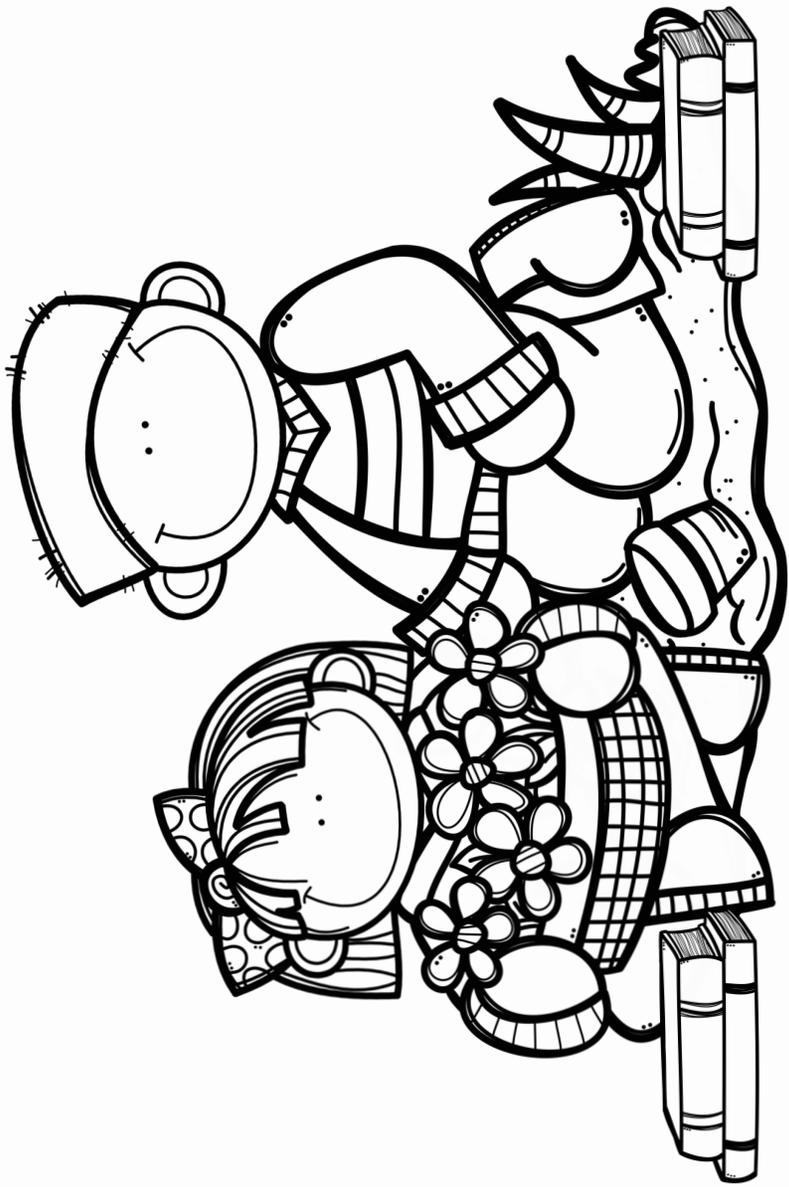
Circle one: Frustrational Instructional Independent  
Frustrational below 90% (212 words or less correct)  
Instructional 90-94% (213-224 words correct)  
Independent 95-100% (225-238 words correct)

## My Reading Folder



Name: \_\_\_\_\_ Individual Reading Folders

# My Reading Folder



Name: \_\_\_\_\_

# Lesson Plan: Rainy Day Fun {Level K}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

- \*Today the title of our story is: Rainy Day Fun. This is a story about friends that spend an entire day playing outside in the rain. They have a list of things they want to do on the rainy day.
- \*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.  
Some of the new words will have:
  - \*Consonants with different sounds- Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc.) When you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound.  
Examples in story: once, since, decided
  - \*Words with silent consonants- Sometimes words have silent letters that we do not say anything for while reading them. When reading words like this, try removing the first sound and then read the word.  
Examples in story: writing, wrote, written
  - \*Different long vowel combinations. When we see words like that we will say the long vowel sounds (words with silent e or vowel combinations 'ee,' two vowels walking 'ea,' r controlled vowels 'or' etc.)  
Examples in story: right, more, rain
- \*Model how to do this during quick picture walk- On the first line, I see a word with a vowel combination. I'm going to say the long e sound when I get to the 'ee' part of the word. "s-t-r-ee-t." The word is 'street.'

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

- \*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.  
Vocabulary Focus Words: things, list

3.

### Set Purpose for Reading {1 min}:

- \*Today we are reading to find out what the kids do on the rainy day.
- \*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

- \*Students- read text on their own with teacher guidance.  
Reread text for accuracy and understanding.
- \*Teacher- listen to students read and guide them through any errors by providing prompts:
  - \*Look at the pictures.
  - \*Is that a word we already know?
  - \*Can you say all the sounds in the word?
  - \*Can you break up the word into smaller parts?
  - \*Does the word have an added ending?
- \*Does the word have any special vowel combinations that you know?
  - \*Does the word have any unusual patterns you recognize?
  - \*Can you reread the sentence to make sure it makes sense?
  - \*What fix up strategy can you use to figure out that word?
- \*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5-10 mins}:

5.

### Respond to text:

- \*Verbally discuss text. Remind students that all answers should be directly from the text.  
Prompts:
  - What was this story all about?
  - What are important details from the story?
  - Who are the characters and what is the setting of this story?
  - Is this fiction or non fiction? How can you tell?
  - What happened at the beginning/middle/end of the story?
  - Why is this a good title for the story?
  - What did the author mean when she wrote \_\_\_\_?
  - Does this story remind you of any other stories you have read?
- \*Students then complete the two questions by writing sentences. Discuss student responses.

6.

- If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Rainy Day Fun

Name: \_\_\_\_\_

Molly, Charlie and Meg live close to each other. Their houses are right down the street from each other. Most days they play at each other's houses. In the winter they play inside or in the snow. It doesn't matter what they are doing, they always have fun. In the spring they mainly play outside. Even when it's raining, it is still fun for them to be outside.

Molly likes to make lists. She likes to check things off her lists. Once in awhile, she makes a list with Charlie and Meg. They hadn't made a list for a spring day yet. Molly thought today was a good day to make a list. She started writing one while she was at home. At that point in the morning, it was raining. Everything she wrote down had to do with the rain.

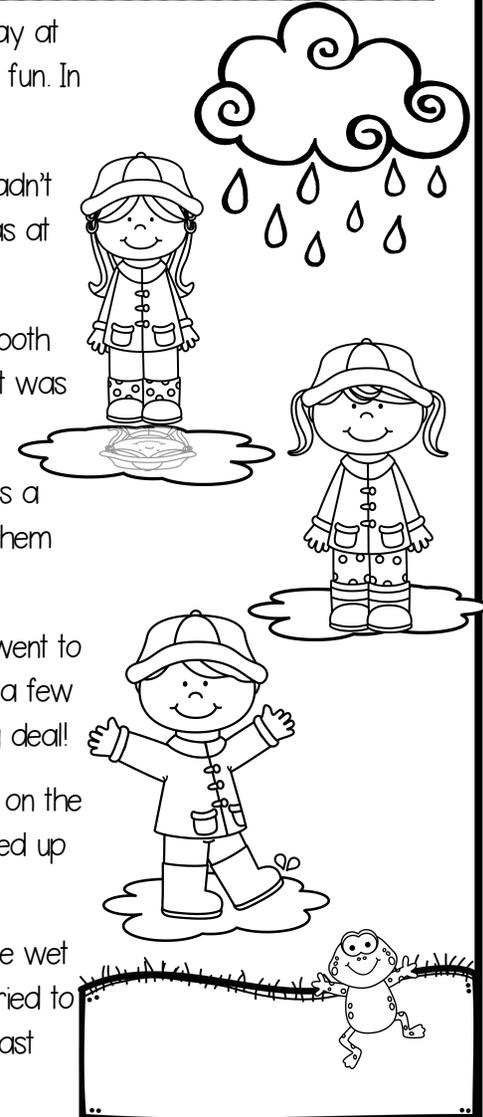
Charlie and Meg came over to Molly's house right after she finished the list. She shared the list with Charlie and Meg. They both thought the list was full of good ideas. Molly had written three main things she wanted to check off that day. First on the list was jumping in puddles. The rain was still coming down hard. There were plenty of puddles to choose from.

The three friends went outside. They jumped in puddles on the driveway and sidewalk. They giggled as they jumped. It was a great first thing to do that day. Molly ran inside and checked the first thing off their list. Then she came back out and told them what was next on the list. It was another thing that would be easy to do on this rainy day.

Molly, Charlie and Meg had to find worms. Since there were so many puddles, there were also plenty of worms. Each kid went to their own puddle. They then searched the puddles for worms. Molly found three in one puddle! Charlie and Meg also found a few in their puddles. Meg decided to pick one of the worms up. That grossed Molly and Charlie out. Meg didn't think it was a big deal!

Molly again ran back inside to cross finding worms off the list. She then hurried back out to Charlie and Meg. The last thing on the list was to find a frog. This one might be a little more challenging. The three friends searched all over the yard. They walked up and down the yard. Nobody found anything at first. But then Charlie started shouting.

Charlie found a frog! It blended in well with the grass, but it was there. It wasn't a big frog. It just seemed to be enjoying the wet grass. Molly was so excited! They followed the frog around for awhile. He kept hopping away from them. Meg of course tried to pick it up, but they couldn't ever catch it. After playing in the yard a little longer, Molly rushed inside. She had to check the last thing off the list!



What did Charlie, Meg and Molly do together on the rainy day?

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Why did Molly rush inside at the end of the story?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Rainy Day Fun Level: K

Molly, Charlie and Meg live close to each other. Their houses are right down the street from each other. Most days they play at each other's houses. In the winter they play inside or in the snow. It doesn't matter what they are doing, they always have fun. In the spring they mainly play outside. Even when it's raining, it is still fun for them to be outside.

Molly likes to make lists. She likes to check things off her lists. Once in awhile, she makes a list with Charlie and Meg. They hadn't made a list for a spring day yet. Molly thought today was a good day to make a list. She started writing one while she was at home. At that point in the morning, it was raining. Everything she wrote down had to do with the rain.

Charlie and Meg came over to Molly's house right after she finished the list. She shared the list with Charlie and Meg. They both thought the list was full of good ideas. Molly had written three main things she wanted to check off that day. First on the list was jumping in puddles. The rain was still coming down hard. There were plenty of puddles to choose from.

The three friends went outside. They jumped in puddles on the driveway and sidewalk. They giggled as they jumped. It was a great first thing to do that day.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/238 (\*496 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (212 words or less correct)

Instructional 90-94% (213-224 words correct)

Independent 95-100% (225-238 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Rainy Day Fun Level: K

Molly, Charlie and Meg live close to each other. Their houses are right down the street from each other. Most days they play at each other's houses. In the winter they play inside or in the snow. It doesn't matter what they are doing, they always have fun. In the spring they mainly play outside. Even when it's raining, it is still fun for them to be outside.

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Observational Notes:

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Score: \_\_\_\_\_/238 (\*496 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (212 words or less correct)

Instructional 90-94% (213-224 words correct)

Independent 95-100% (225-238 words correct)

# Lesson Plan: Rain Gear for Everyone {Level K}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

- \*Today the title of our story is: Rain Gear for Everyone. This is a story about animals in the forest who come across something funny as they play in the rain.
- \*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing, and with expression.  
Some of the new words will have:
  - \*Words with silent consonants- Sometimes words have silent letters that we do not say anything for while reading them. When reading words like this, try removing the first sound and then read the word. Examples in story: know, whole
  - \*Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly'- when you see those make sure you are adding the ending sound while you read the new word. Examples in story: faster, fastest, quickly
  - \*Consonants with different sounds- Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc.) When you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound.  
Examples in story: decided, changed, notice
- \*Model how to do this during quick picture walk- On the second line, I see a word with a consonant that makes a different sound than usual. I'm going to switch the sound of the letter c in the word from 'c' to 's' The word is: since.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

- \*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: shouting, laughing

3.

### Set Purpose for Reading {1 min}:

- \*Today we are reading to find out what the animals find in the forest on the rainy day.
- \*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

- \*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.
- \*Teacher- listen to students read and guide them through any errors by providing prompts:
  - \*Look at the pictures.
  - \*Is that a word we already know?
  - \*Can you say all the sounds in the word?
  - \*Can you break up the word into smaller parts?
  - \*Does the word have an added ending?
- \*Does the word have any special vowel combinations that you know?
  - \*Does the word have any unusual patterns you recognize?
  - \*Can you reread the sentence to make sure it makes sense?
  - \*What fix up strategy can you use to figure out that word?
- \*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5-10 mins}:

5.

### Respond to text:

- \*Verbally discuss text. Remind students that all answers should be directly from the text.  
Prompts:
  - What was this story all about?
  - What are important details from the story?
  - Who are the characters and what is the setting of this story?
  - Is this fiction or non fiction? How can you tell?
  - What happened at the beginning/middle/end of the story?
  - Why is this a good title for the story?
  - What did the author mean when she wrote \_\_\_\_?
  - Does this story remind you of any other stories you have read?
- \*Students then complete the two questions by writing sentences. Discuss student responses.

6.

- If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Rain Gear for Everyone

Name: \_\_\_\_\_

The animals were having a fun day in the rain. They walked through the forest, rushing from tree to tree. They were chasing each other. Bird was the fastest since she was flying. Suddenly she started shouting. "Hurry up and come look at what I found," she said.

Bear ran quickly to catch up. Frog hopped a little faster to see why Bird was shouting. Turtle slowly caught up with the other animals. When they reached Bird, she pointed to one tree. Next to one tree there were some umbrellas, rain hats and coats. The animals had never seen such things in the forest. Someone must have left them behind.

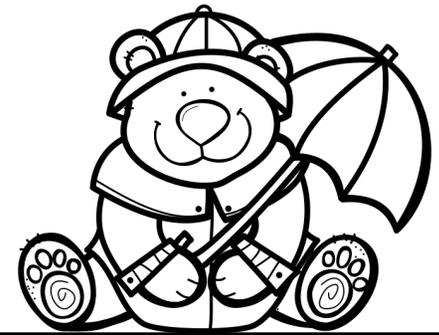
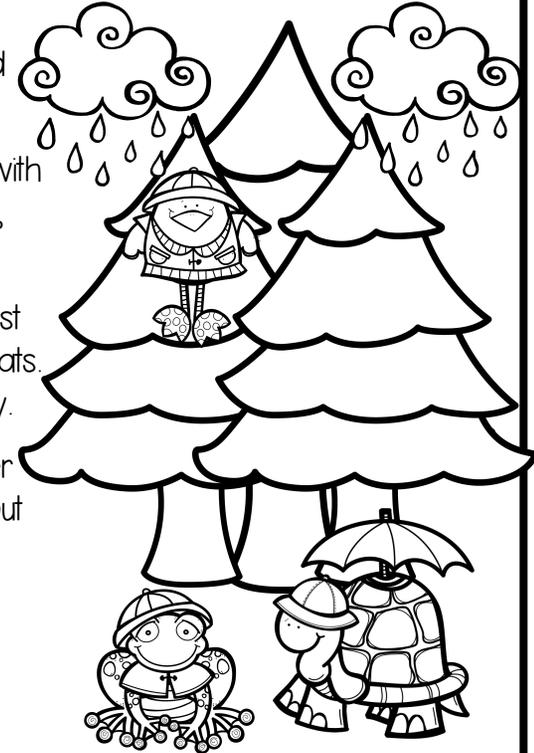
Bear asked, "Do you think we can try them?" The animals all looked at each other. They looked around the forest and didn't notice anyone nearby. They decided to try on the things. Frog, Bird and Bear changed into the raincoats. They started laughing at each other right away. It was funny to see each other all dressed up for the rainy day.

Turtle grabbed an umbrella. Bear grabbed the other umbrella. They opened up the umbrellas and held them over their heads. "It is so nice to stay so dry under here," said Turtle. There was a hat for each animal. They each put a hat on their heads. They were all so excited to feel dry under the hats, coats and umbrellas.

"Now we know why people like these things," said Frog. "We should've gotten these a long time ago. We could always be dry on these rainy days." The animals all agreed. Even if it made them laugh, they loved feeling dry. "Now that we have these on, let's go play again," said Turtle. The animals began chasing each other around the forest again.

The whole time they played for the rest of the afternoon it was easy to spot each other. The umbrellas, raincoats and hats were bright yellow. Plus, they made a lot of noise. The coats seemed to squeak as the animals ran. The animals didn't mind though. It was even more fun to play in the rain when they could stay dry!

At the end of the day, the animals decided to place the things back where they had found them. They would check back for the rain gear another day. Just in case the rain gear belonged to someone else, they didn't want to keep the stuff. "Maybe next time we'll even find some rain boots," said Turtle. The animals all laughed... they thought that would look pretty funny too!



What did Bird find in the forest on the rainy day?

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Why did the animals laugh at each other?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Rain Gear for Everyone Level: K

The animals were having a fun day in the rain. They walked through the forest, rushing from tree to tree. They were chasing each other. Bird was the fastest since she was flying. Suddenly she started shouting. "Hurry up and come look at what I found," she said.

Bear ran quickly to catch up. Frog hopped a little faster to see why Bird was shouting. Turtle slowly caught up with the other animals. When they reached Bird, she pointed to one tree. Next to one tree there were some umbrellas, rain hats and coats. The animals had never seen such things in the forest. Someone must have left them behind.

Bear asked, "Do you think we can try them?" The animals all looked at each other. They looked around the forest and didn't notice anyone nearby. They decided to try on the things. Frog, Bird and Bear changed into the raincoats. They started laughing at each other right away. It was funny to see each other all dressed up for the rainy day.

Turtle grabbed an umbrella. Bear grabbed the other umbrella. They opened up the umbrellas and held them over their heads. "It is so nice to stay so dry under here," said Turtle. There was a hat for each animal. They each put a hat on their heads. They were all so excited to feel dry under the hats, coats and umbrellas.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/234 (\*428 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (209 words or less correct)

Instructional 90-94% (210-221 words correct)

Independent 95-100% (222-234 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Rain Gear for Everyone Level: K

The animals were having a fun day in the rain. They walked through the forest, rushing from tree to tree. They were chasing each other. Bird was the fastest since she was flying. Suddenly she started shouting. "Hurry up and come look at what I found," she said.

Bear ran quickly to catch up. Frog hopped a little faster to see why Bird was shouting. Turtle slowly caught up with the other animals. When they reached Bird, she pointed to one tree. Next to one tree there were some umbrellas, rain hats and coats. The animals had never seen such things in the forest. Someone must have left them behind.

Bear asked, "Do you think we can try them?" The animals all looked at each other. They looked around the forest and didn't notice anyone nearby. They decided to try on the things. Frog, Bird and Bear changed into the raincoats. They started laughing at each other right away. It was funny to see each other all dressed up for the rainy day.

Turtle grabbed an umbrella. Bear grabbed the other umbrella. They opened up the umbrellas and held them over their heads. "It is so nice to stay so dry under here," said Turtle. There was a hat for each animal. They each put a hat on their heads. They were all so excited to feel dry under the hats, coats and umbrellas.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/234 (\*428 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (209 words or less correct)

Instructional 90-94% (210-221 words correct)

Independent 95-100% (222-234 words correct)

# Lesson Plan: Not So Bad {Level K}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

\*Today the title of our story is: Not So Bad. This is a story about a girl who is not excited about her first day of soccer practice. Once she gets to practice it isn't so bad, though.

\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing. and with expression.

Some of the new words will have:

\*Different Long vowel combinations. When we see words like that we will say the long vowel sounds (words with silent e or vowel combinations 'ee,' 'ou,' two vowels walking 'ai' 'ea,' r controlled vowels 'er' etc.)

Examples in story: really, field, coach

\*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: everything, anyway, upstairs

\*Contractions- A contraction is a shortened form of two words. When you read the contraction, make sure you say the shortened version of the word, as it is written.

Examples in story: didn't, I'd, hadn't

\*Model how to do this during quick picture walk- On the first line, I see a contraction. When I read the word, I'm going to say it just the way I see it: wasn't. Wasn't is short for was not.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat.

Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: uniform, practice

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out what happens at practice to help the girl change her mind.

\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance.  
Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5-10 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

# Not So Bad

Name: \_\_\_\_\_

"Your first practice is today," my mom said. "Aren't you excited?" I wasn't excited at all. I didn't want to play soccer. I played last year in the spring and I didn't like it at all. I was really bad at playing. My coach had to keep correcting me on everything I did. It just really wasn't any fun.

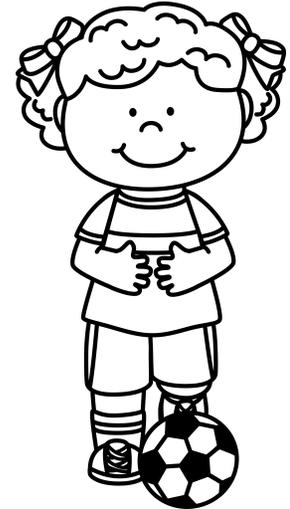
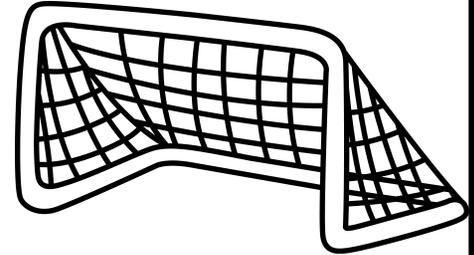
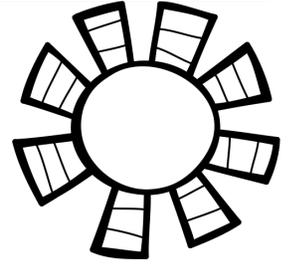
I went upstairs and changed into my soccer uniform anyway. I knew my mom wasn't going to let me get out of going to soccer practice. One thing did make me happy about soccer practice. My uniform was green and green is my favorite color. At least when I put on my uniform, I felt a little better. I still wasn't excited about practice, though.

My mom drove me to the soccer field and it was packed. It seemed like a lot of teams were practicing at the same time. I saw my coach from last year right away. At least he was a nice coach, even if he kept correcting me. I slowly trudged over to the field. There was no need for me to move too quickly to get over there. I'd be running a lot in practice anyway.

Once I finally got to my team, I saw a few of my old teammates. I was happy to see them. My team had nice kids on it. We started chatting right away. We didn't go to the same schools so we hadn't seen each other for about a year. All of us looked a little taller and a little older. I started thinking that maybe soccer wouldn't be so bad this year.

My coach had us start with running a few laps on the field. I wasn't the slowest one this year. Last year I was always the last one to finish. This year I kept up with a few of my teammates. That made practice start off a little better. Next we did some drills with the ball. I worked with a teammate at kicking the ball back and forth.

My coach even told me I was doing a great job. That never happened last year. It made me feel great. We did more drills for the rest of practice. It went by quickly. I ran back to my mom's car when she got there. I told her all about how great practice had been. She was happy to see me so excited about soccer. I guess soccer wouldn't be so bad this year!



Why was the girl not looking forward to her first day at practice?

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How did she feel at the end of the practice?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Not So Bad Level: K

"Your first practice is today," my mom said. "Aren't you excited?" I wasn't excited at all. I didn't want to play soccer. I played last year in the spring and I didn't like it at all. I was really bad at playing. My coach had to keep correcting me on everything I did. It just really wasn't any fun.

I went upstairs and changed into my soccer uniform anyway. I knew my mom wasn't going to let me get out of going to soccer practice. One thing did make me happy about soccer practice. My uniform was green and green is my favorite color. At least when I put on my uniform, I felt a little better. I still wasn't excited about practice, though.

My mom drove me to the soccer field and it was packed. It seemed like a lot of teams were practicing at the same time. I saw my coach from last year right away. At least he was a nice coach, even if he kept correcting me. I slowly trudged over to the field. There was no need for me to move too quickly to get over there. I'd be running a lot in practice anyway.

Once I finally got to my team, I saw a few of my old teammates. I was happy to see them. My team had nice kids on it. We started chatting right away.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/233 (\*416 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (208 words or less correct)

Instructional 90-94% (209-220 words correct)

Independent 95-100% (221-233 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Not So Bad Level: K

"Your first practice is today," my mom said. "Aren't you excited?" I wasn't excited at all. I didn't want to play soccer. I played last year in the spring and I didn't like it at all. I was really bad at playing. My coach had to keep correcting me on everything I did. It just really wasn't any fun.

I went upstairs and changed into my soccer uniform anyway. I knew my mom wasn't going to let me get out of going to soccer practice. One thing did make me happy about soccer practice. My uniform was green and green is my favorite color. At least when I put on my uniform, I felt a little better. I still wasn't excited about practice, though.

My mom drove me to the soccer field and it was packed. It seemed like a lot of teams were practicing at the same time. I saw my coach from last year right away. At least he was a nice coach, even if he kept correcting me. I slowly trudged over to the field. There was no need for me to move too quickly to get over there. I'd be running a lot in practice anyway.

Once I finally got to my team, I saw a few of my old teammates. I was happy to see them. My team had nice kids on it. We started chatting right away.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/233 (\*416 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (208 words or less correct)

Instructional 90-94% (209-220 words correct)

Independent 95-100% (221-233 words correct)

# Lesson Plan: Nobody Noticed! {Level K}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

\*Today the title of our story is: Nobody Noticed! This is a story about two friends, Amy and Blake, who go on a picnic with their families when something funny happens that nobody notices!

\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing, and with expression.

Some of the new words will have:

\*Blends- Blends are 2-3 consonants right next to each other. Make sure you say both of those sounds when you see them together. They may be at the beginning, middle or end of the word.

Examples in story: Blake, pretzels, grassy

\*Different Long vowel combinations. When we see words like that we will say the long vowel sounds (words with silent e or vowel combinations 'ee,' 'igh,' two vowels walking 'ai' 'ea,' r controlled vowels 'ar' 'or' etc.)

Examples in story: right, found, short

\*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: weekend, everyday, backyards

\*Model how to do this during quick picture walk- On the first line, I see a compound word. I am going to cover up the letters 's+d-e' and read the first part of the word 'out.' Now I will cover up 'out' and read the other part 'side.' I will now put them together- 'outside.'

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat.

Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: families, noticed

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out what happens at the picnic that nobody notices.

\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance.  
Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5-10 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Nobody Noticed!

Name: \_\_\_\_\_

Amy and Blake loved the season of spring. Winter ended a few weeks ago and each day they would play outside. Rain or shine, they went outside everyday. After school they would play in their backyards. On the weekends, their families would go to a park. This weekend, their families decided to have a picnic.

Amy and Blake picked out their favorite snack. It was a big bag of pretzels to bring in the picnic basket. There were also yummy sandwiches and juice to share. They were excited for the fun plan for the day. After the picnic basket was full, they piled into their cars. They drove for a short while and came up to a new park they hadn't gone to yet.

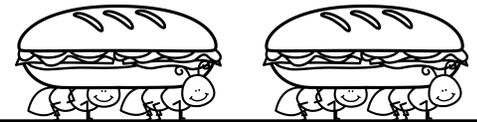
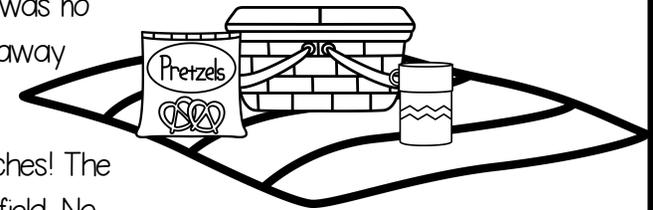
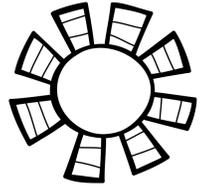
Everyone got out of the car. They picked a good spot for the picnic. They set up the blanket. They took all the food out of the basket. Blake and Amy weren't hungry yet. They decided to go play for a little while in the big grassy field. Their families came with to watch them. After playing in the grassy field for awhile, they started to get hungry. They were also thirsty from playing in the warm sun. Everyone headed back to the blanket, ready to enjoy their picnic.

Blake and Amy had some juice first. Then they opened up the bag of pretzels. They enjoyed a few pretzels. Then they noticed something was missing. The sandwiches were nowhere to be found! They had left them right there on the blanket. Where could they have gone?

Amy checked inside the basket. There was no sandwich in there. Blake looked around the blanket, but there was no sandwich anywhere. No one knew what had happened to their sandwiches. Then Blake saw something far away from the blanket. Amy and Blake quickly ran to where Blake was pointing.

They started laughing right away as they got closer. They saw a few ants walking away with their sandwiches! The ants must've been nearby when they put the blanket down. They all were having so much fun in the grassy field. No one even noticed the ants sneaking away with their lunch!

They decided to let the ants have the sandwiches. They all got back in their cars and ate lunch at home. Next time they would be more careful with their picnic lunch. They didn't want to feed the ants again!



Where did Amy and Blake go with their families?

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Why did the families have to go back home for lunch?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Nobody Noticed! Level: K

Amy and Blake loved the season of spring. Winter ended a few weeks ago and each day they would play outside. Rain or shine, they went outside everyday. After school they would play in their backyards. On the weekends, their families would go to a park. This weekend, their families decided to have a picnic.

Amy and Blake picked out their favorite snack. It was a big bag of pretzels to bring in the picnic basket. There were also yummy sandwiches and juice to share. They were excited for the fun plan for the day. After the picnic basket was full, they piled into their cars. They drove for a short while and came up to a new park they hadn't gone to yet.

Everyone got out of the car. They picked a good spot for the picnic. They set up the blanket. They took all the food out of the basket. Blake and Amy weren't hungry yet. They decided to go play for a little while in the big grassy field. Their families came with to watch them. After playing in the grassy field for awhile, they started to get hungry. They were also thirsty from playing in the warm sun. Everyone headed back to the blanket, ready to enjoy their picnic.

Blake and Amy had some juice first. Then they opened up the bag of pretzels. They enjoyed a few pretzels.

Observational Notes: Errors: _____ Self Corrects: _____
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Score: _____/233 (*402 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 90% (208 words or less correct) Instructional 90-94% (209-220 words correct) Independent 95-100% (221-233 words correct)
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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Nobody Noticed! Level: K

Amy and Blake loved the season of spring. Winter ended a few weeks ago and each day they would play outside. Rain or shine, they went outside everyday. After school they would play in their backyards. On the weekends, their families would go to a park. This weekend, their families decided to have a picnic.

Amy and Blake picked out their favorite snack. It was a big bag of pretzels to bring in the picnic basket. There were also yummy sandwiches and juice to share. They were excited for the fun plan for the day. After the picnic basket was full, they piled into their cars. They drove for a short while and came up to a new park they hadn't gone to yet.

Everyone got out of the car. They picked a good spot for the picnic. They set up the blanket. They took all the food out of the basket. Blake and Amy weren't hungry yet. They decided to go play for a little while in the big grassy field. Their families came with to watch them. After playing in the grassy field for awhile, they started to get hungry. They were also thirsty from playing in the warm sun. Everyone headed back to the blanket, ready to enjoy their picnic.

Blake and Amy had some juice first. Then they opened up the bag of pretzels. They enjoyed a few pretzels.

Observational Notes: Errors: _____ Self Corrects: _____
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Score: _____/233 (*402 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 90% (208 words or less correct) Instructional 90-94% (209-220 words correct) Independent 95-100% (221-233 words correct)
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# Lesson Plan: The Spring Season {Level K}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

- \*Today the title of our story is: The Spring Season. This is a story about kids in a class who make a list of things they like and don't like about spring.
- \*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.  
Some of the new words will have:
  - \*Digraphs- sh/ch/th/wh. What do those sounds say when they are together?  
Examples in story: changing, things, each
  - \*Different long vowel combinations. When we see words like that we will say the long vowel sounds (words with silent e or vowel combinations 'ee', 'ou', two vowels walking 'ea', r controlled vowels 'er' 'ar' etc.)  
Examples in story: lighter, weeks, coats
  - \*Consonants with different sounds- Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc.) When you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound.  
Examples in story: since, recess
- \*Model how to do this during quick picture walk- On the fourth line, I see a word with a consonant that makes a different sound than usual. I'm going to switch the sound of the letter g in the word from 'g' to 'j'. The word is: changing.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

- \*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.  
Vocabulary Focus Words: recess, season

3.

### Set Purpose for Reading {1 min}:

- \*Today we are reading to find out what the kids put on the list about spring.
- \*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

- \*Students- read text on their own with teacher guidance.  
Reread text for accuracy and understanding.
- \*Teacher- listen to students read and guide them through any errors by providing prompts:
  - \*Look at the pictures.
  - \*Is that a word we already know?
  - \*Can you say all the sounds in the word?
  - \*Can you break up the word into smaller parts?
  - \*Does the word have an added ending?
- \*Does the word have any special vowel combinations that you know?
  - \*Does the word have any unusual patterns you recognize?
- \*Can you reread the sentence to make sure it makes sense?
  - \*What fix up strategy can you use to figure out that word?
- \*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5-10 mins}:

5.

### Respond to text:

- \*Verbally discuss text. Remind students that all answers should be directly from the text.  
Prompts:
  - What was this story all about?
  - What are important details from the story?
  - Who are the characters and what is the setting of this story?
  - Is this fiction or non fiction? How can you tell?
  - What happened at the beginning/middle/end of the story?
  - Why is this a good title for the story?
  - What did the author mean when she wrote \_\_\_\_?
  - Does this story remind you of any other stories you have read?
- \*Students then complete the two questions by writing sentences. Discuss student responses.

6.

- If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

# The Spring Season

Name: \_\_\_\_\_

As each season begins, my class makes a list together. We make a list of things we like and don't like about each season. Our winter list was pretty long. There were a lot of things that my class did and didn't like about winter. Spring began a few weeks ago. It was now time to make our list. The fun thing is that we keep adding to the list. It's always changing.

My class wrote down one thing right away. It was on the side of things we don't like. Since winter just ended a few weeks ago, we were ready for outside recess. We spent a lot of days inside in the winter. It was just too cold. Spring hadn't been any better though. It was warmer, but now it was too rainy. We don't like inside recess.

We listed warmer days as something we like. It is nice when we don't have to bundle up. We don't have to wear our snow pants. We don't wear our puffy coats. Now we can just wear lighter coats. It takes less time to get ready! We like warmer days.

We haven't had many sunny days yet. Sometimes it has been nice and sunny though. We all like sunny days. Sunny days are great for a few reasons. We got to play outside. Plus our teacher really likes sunny days too. She lets us do some of work outside on those days. My whole class wishes we could have sunny days each day in spring!

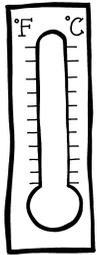
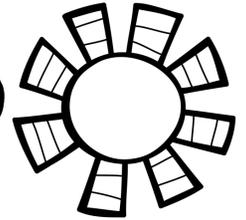
We added one more thing we don't like. On some sunny days, we still can't do much outside for recess. If it's been raining a lot, everything is still wet. We can't play on our swings or slides. There are a lot of puddles, too. Those outside recess days aren't as much fun.

Our list isn't very long yet. But, we will add more to it. I hope we make a list for summer too. I think there are a lot of things we like about summer!

## The Season of Spring

Things We Don't Like:

Things We Like:



What did the class put on the list about spring?

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Why was the kid excited about making a summer list?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: The Spring Season Level: K

As each season begins, my class makes a list together. We make a list of things we like and don't like about each season. Our winter list was pretty long. There were a lot of things that my class did and didn't like about winter. Spring began a few weeks ago. It was now time to make our list. The fun thing is that we keep adding to the list. It's always changing.

My class wrote down one thing right away. It was on the side of things we don't like. Since winter just ended a few weeks ago, we were ready for outside recess. We spent a lot of days inside in the winter. It was just too cold. Spring hadn't been any better though. It was warmer, but now it was too rainy. We don't like inside recess.

We listed warmer days as something we like. It is nice when we don't have to bundle up. We don't have to wear our snow pants. We don't wear our puffy coats. Now we can just wear lighter coats. It takes less time to get ready! We like warmer days.

We haven't had many sunny days yet. Sometimes it has been nice and sunny though. We all like sunny days. Sunny days are great for a few reasons. We got to play outside. Plus our teacher really likes sunny days too.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/231 (\*342 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (206 words or less correct)

Instructional 90-94% (207-218 words correct)

Independent 95-100% (219-231 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: The Spring Season Level: K

As each season begins, my class makes a list together. We make a list of things we like and don't like about each season. Our winter list was pretty long. There were a lot of things that my class did and didn't like about winter. Spring began a few weeks ago. It was now time to make our list. The fun thing is that we keep adding to the list. It's always changing.

My class wrote down one thing right away. It was on the side of things we don't like. Since winter just ended a few weeks ago, we were ready for outside recess. We spent a lot of days inside in the winter. It was just too cold. Spring hadn't been any better though. It was warmer, but now it was too rainy. We don't like inside recess.

We listed warmer days as something we like. It is nice when we don't have to bundle up. We don't have to wear our snow pants. We don't wear our puffy coats. Now we can just wear lighter coats. It takes less time to get ready! We like warmer days.

We haven't had many sunny days yet. Sometimes it has been nice and sunny though. We all like sunny days. Sunny days are great for a few reasons. We got to play outside. Plus our teacher really likes sunny days too.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/231 (\*342 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 90% (206 words or less correct)

Instructional 90-94% (207-218 words correct)

Independent 95-100% (219-231 words correct)

# Lesson Plan: Helpful Friends {Level L}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

\*Today the title of our story is: Helpful Friends. This is a story about animals and bugs in a forest on a rainy day. Some of the bugs don't like the rainy weather so the animals help them out.

\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

\*Different Long vowel combinations. When we see words like that we will say the long vowel sounds (words with silent e or vowel combinations 'oo,' 'igh,' two vowels walking 'ea,' r controlled vowels 'ar' 'or' etc.)

Examples in story: worms, worry, started

\*Added endings, like 's' 'ing' 'ed' 'er' 'est'- when you see those make sure you are adding the ending sound while you read the new word.

Examples in story: happiest, drier, stopped

\*Contractions- A contraction is a shortened form of two words. When you read the contraction, make sure you say the shortened version of the word, as it is written.

Examples in story: doesn't, don't, that'll

\***Model how to do this during quick picture walk-** On the fourth line, I see a contraction. When I read the word, I'm going to say it just the way I see it: weren't. Weren't is short for were not.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: forest, puddles, weather

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out how the animals help the bugs on in the rainy day.  
\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Can you break down the word to its syllables?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

Can you retell the story in sequential order?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Helpful Friends

Name: \_\_\_\_\_

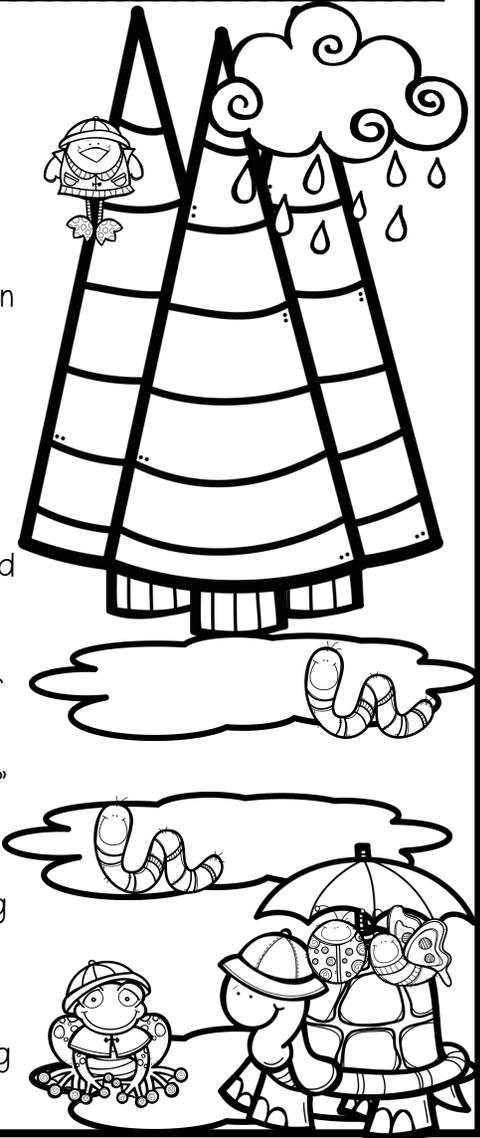
The worms were having a great day in the rain. There were a bunch of puddles all around them. Worms are always happiest in puddles. They liked being in the puddles in the forest the most. There were no people to step on them there! As the worms moved from puddle to puddle, animals around them started to come out. The animals didn't mind the rain too much either. But, there were a few bugs in the forest who weren't too happy about the rain.

The animals scurried back and forth between the trees. They were having fun playing in the rain. The animals liked the puddles too, just like the worms. Bird was one animal who was having fun in the rain. The animals were all playing a fun game. She flew above the other animals as they moved from tree to tree. Bird would sing a song and the animals had to stop at a tree when she stopped singing. If anyone was still moving after she stopped singing, they were out.

As Bird was flying and singing she came across a butterfly. The butterfly was weeping while sitting on the edge of a branch, soaking wet. Bird asked, "What is wrong?" Butterfly said, "I don't like this rain one bit. I miss the sunny spring days. I'm just soaking wet all day long." Bird felt sorry for the butterfly. "Don't worry," said Bird. "We can help you- follow me!" Bird then flew down to the other animals. They were all stopped by a tree since Bird had stopped singing.

Bird said, "This is my friend Butterfly. Butterfly doesn't like the rainy weather like we do. Can one of you help keep her dry?" Turtle spoke up right away. "She can sit on the top of my shell, right under my umbrella. That'll keep her dry!" Butterfly got a huge grin on her face. She loved that idea. She flew over to Turtle and sat on his shell. "I feel drier already," she said. "Thanks so much for being so nice to me."

Turtle was happy to have the butterfly right by his side. She could help him with the game. It would be helpful having someone else remind him to stop moving when Bird stopped singing! The animals kept playing their game. Even the worms joined in- it took them a little while longer to get to each puddle, though. Turtle came across a little ladybug slowly moving on the ground. He also didn't look happy. Right away Turtle said, "Come and join Butterfly- we'll keep you dry." The ladybug climbed up right away. It made the ladybug happy too. It ended up being a fun day in the forest for everyone!



Why were some of the bugs unhappy in the forest?

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How did the animals help out the bugs who were unhappy?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Helpful Friends Level: L

The worms were having a great day in the rain. There were a bunch of puddles all around them. Worms are always happiest in puddles. They liked being in the puddles in the forest the most. There were no people to step on them there! As the worms moved from puddle to puddle, animals around them started to come out. The animals didn't mind the rain too much either. But, there were a few bugs in the forest who weren't too happy about the rain.

The animals scurried back and forth between the trees. They were having fun playing in the rain. The animals liked the puddles too, just like the worms. Bird was one animal who was having fun in the rain. The animals were all playing a fun game. She flew above the other animals as they moved from tree to tree. Bird would sing a song and the animals had to stop at a tree when she stopped singing. If anyone was still moving after she stopped singing, they were out.

As Bird was flying and singing she came across a butterfly. The butterfly was weeping while sitting on the edge of a branch, soaking wet. Bird asked, "What is wrong?" Butterfly said, "I don't like this rain one bit. I miss the sunny spring days. I'm just soaking wet all day long." Bird felt sorry for the butterfly.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/232 (\*455 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 95% (219 words or less correct)

Instructional 95-97% (220-226 words correct)

Independent 98-100% (227-232 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Helpful Friends Level: L

The worms were having a great day in the rain. There were a bunch of puddles all around them. Worms are always happiest in puddles. They liked being in the puddles in the forest the most. There were no people to step on them there! As the worms moved from puddle to puddle, animals around them started to come out. The animals didn't mind the rain too much either. But, there were a few bugs in the forest who weren't too happy about the rain.

The animals scurried back and forth between the trees. They were having fun playing in the rain. The animals liked the puddles too, just like the worms. Bird was one animal who was having fun in the rain. The animals were all playing a fun game. She flew above the other animals as they moved from tree to tree. Bird would sing a song and the animals had to stop at a tree when she stopped singing. If anyone was still moving after she stopped singing, they were out.

As Bird was flying and singing she came across a butterfly. The butterfly was weeping while sitting on the edge of a branch, soaking wet. Bird asked, "What is wrong?" Butterfly said, "I don't like this rain one bit. I miss the sunny spring days. I'm just soaking wet all day long." Bird felt sorry for the butterfly.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/232 (\*455 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 95% (219 words or less correct)

Instructional 95-97% (220-226 words correct)

Independent 98-100% (227-232 words correct)

# Lesson Plan: A Special Rainy Day {Level L}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

\*Today the title of our story is: A Special Rainy Day. This is a story about a girl, Abby, who doesn't like all the rainy weather they have been getting, until something special happens one day.

\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

\*Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly'- when you see those make sure you are adding the ending sound while you read the new word. Examples in story: actually, happiest, lightly

\*Consonants with different sounds- Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc.) When you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound.

Examples in story: excited, since, decided

\*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: everyday, inside, outside

\***Model how to do this during quick picture walk-** On the fourth line, I see a compound word. I am going to cover up the letters 'e-v-e-r' and read the first part of the word 'when.' Now I will cover up 'when' and read the other part 'ever.' I will now put them together- 'whenever.'

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: porch, peeking

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out what special thing happens on the rainy day.  
\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Can you break down the word to its syllables?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

Can you retell the story in sequential order?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## A Special Rainy Day

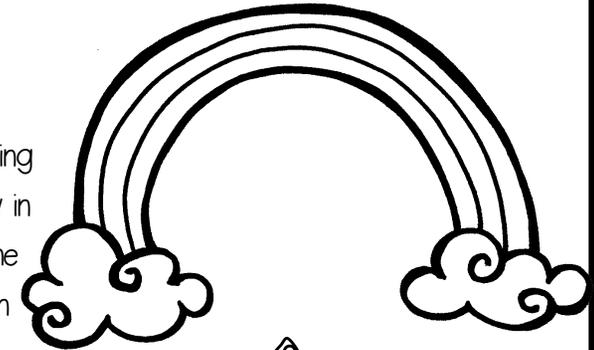
Name: \_\_\_\_\_

Abby thinks rainy days are the worst. She used to like spring, but not this year. All they've had is rain. Now, she isn't sure that she actually likes spring. The weather just hasn't been warm and sunny. Everyday she wakes up and runs to her window. She keeps hoping she'll see the sun peeking out. But, it hasn't happened yet this spring. She knows one of these days it'll be sunny though. Abby plans on checking each day until it actually happens. Whenever it does get sunny and warm, she'll be the happiest!

Abby doesn't like all this rain since she never can play outside. Her mom doesn't like her getting wet in the puddles. So she never goes to play outside on rainy days. That means she has spent all this spring inside so far. Abby did puzzles, read books and played games. But, she was getting tired of all her puzzles, books and games. Abby decided to spend the day watching the rain. She thought maybe if she stared at it for a long time, it would go away!

Abby sat on the couch at the back of her house. She stared into the backyard for awhile. There was nothing but rain hitting the window. She decided to try the front yard for a little while. Abby sat in front of the big window in her kitchen. Just when Abby was about to give up, she saw some sun. The sun was peeking out from behind some clouds. Abby was so excited that her trick may have worked! There was actually some sunshine outside. The rain still fell lightly, but there was sun at the same time. Then she saw something very special.

She ran to the front door and pulled it open. She stepped out onto the porch and got even more excited. Abby was looking at a huge rainbow! Abby had never seen a rainbow before. It was beautiful. There were so many colors in the rainbow. The sun peeking out with the rain had made the rainbow. Abby thought it was the coolest thing ever. Then the rain finally stopped and Abby went out to play. Her mom didn't even mind that she got a little wet while playing outside. Everyone was just so excited for the sunshine! Abby decided that rainy days aren't the worst thing ever.



What did Abby do all day?

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Why did Abby decide rainy days aren't the worst?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: A Special Rainy Day Level: L

Abby thinks rainy days are the worst. She used to like spring, but not this year. All they've had is rain. Now, she isn't sure that she actually likes spring. The weather just hasn't been warm and sunny. Everyday she wakes up and runs to her window. She keeps hoping she'll see the sun peeking out. But, it hasn't happened yet this spring. She knows one of these days it'll be sunny though. Abby plans on checking each day until it actually happens. Whenever it does get sunny and warm, she'll be the happiest!

Abby doesn't like all this rain since she never can play outside. Her mom doesn't like her getting wet in the puddles. So she never goes to play outside on rainy days. That means she has spent all this spring inside so far. Abby did puzzles, read books and played games. But, she was getting tired of all her puzzles, books and games. Abby decided to spend the day watching the rain. She thought maybe if she stared at it for a long time, it would go away!

Abby sat on the couch at the back of her house. She stared into the backyard for awhile. There was nothing but rain hitting the window. She decided to try the front yard for a little while. Abby sat in front of the big window in her kitchen.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/230 (\*394 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent  
Frustrational below 95% (217 words or less correct)  
Instructional 95-97% (218-224 words correct)  
Independent 98-100% (225-230 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: A Special Rainy Day Level: L

Abby thinks rainy days are the worst. She used to like spring, but not this year. All they've had is rain. Now, she isn't sure that she actually likes spring. The weather just hasn't been warm and sunny. Everyday she wakes up and runs to her window. She keeps hoping she'll see the sun peeking out. But, it hasn't happened yet this spring. She knows one of these days it'll be sunny though. Abby plans on checking each day until it actually happens. Whenever it does get sunny and warm, she'll be the happiest!

Abby doesn't like all this rain since she never can play outside. Her mom doesn't like her getting wet in the puddles. So she never goes to play outside on rainy days. That means she has spent all this spring inside so far. Abby did puzzles, read books and played games. But, she was getting tired of all her puzzles, books and games. Abby decided to spend the day watching the rain. She thought maybe if she stared at it for a long time, it would go away!

Abby sat on the couch at the back of her house. She stared into the backyard for awhile. There was nothing but rain hitting the window. She decided to try the front yard for a little while. Abby sat in front of the big window in her kitchen.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/230 (\*394 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent  
Frustrational below 95% (217 words or less correct)  
Instructional 95-97% (218-224 words correct)  
Independent 98-100% (225-230 words correct)

# Lesson plan: A New Role {Level L}

## Before Reading {5 mins}:

### 1. Introduce Story {2 mins}:

\*Today the title of our story is: A New Role. This is a story about a boy who tries out for a baseball team and makes it even though he is not a good player. But, his coach ends up finding the perfect role for him on the team!

\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

\*Different Long vowel combinations. When we see words like that we will say the long vowel sounds (words with silent e or vowel combinations 'ee,' 'ou,' two vowels walking 'ea,' r controlled vowels 'er' etc.) Examples in story: coach, cheering, person

\*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: baseball, otherwise, everything

\*Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly'- when you see those make sure you are adding the ending sound while you read the new word. Examples in story: faster, quickly, hitters

\***Model how to do this during quick picture walk-** On the fourth line, I see a word with an -er ending. When I read the word, I am going to cover up the ending first, read the word and then add -er. "quick-er" the word is quicker.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: umpire, listened

3.

### Set Purpose for Reading {1 min}:

- \*Today we are reading to find out what new role the boy gets on the baseball team.
- \*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Can you break down the word to its syllables?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

Can you retell the story in sequential order?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## A New Role

Name: \_\_\_\_\_

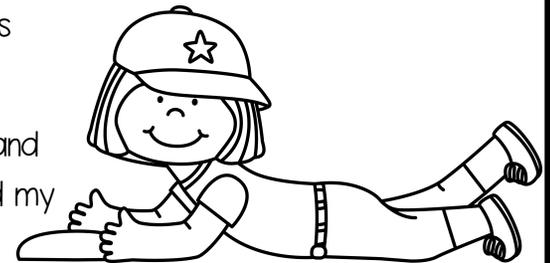
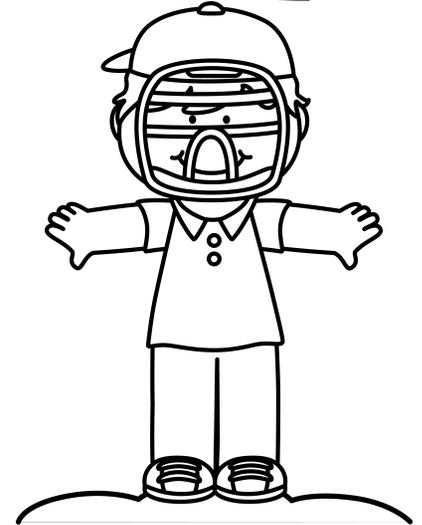
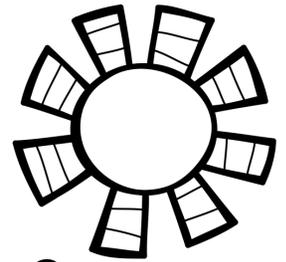
I tried out for the baseball team last weekend. I was surprised when I made the team. I think everyone who tries out makes the team. Otherwise, I'm not good at baseball. I really shouldn't have made the team! I watched my friends as we had tryouts. I tried to do everything the same as them, but it didn't really work. They were faster than me. They were quicker at getting the ball and better hitters. I tried my best, but I just wasn't as good as them. I was great at cheering loudly for everyone though!

Today was our first practice. I listened to everything my coach said to do. I tried to do everything. I was hoping by the end of the week I'd be a little better at running, hitting and catching the ball. We had practice each day after school. Even though I wasn't good, I still loved going to practice. It was nice to play outside in the warm sun with my friends.

The week went by pretty quickly. I tried my best each day, but I still wasn't getting any better. My coach told me he had an idea for me. I listened carefully to his idea and I loved it! My coach wanted me to be the umpire. The umpire in baseball is the person who is in charge of watching the ball. The umpire calls out strikes or tells a player when to walk to first base. He also gets to say when players are safe as they get to the plate. I thought this would be a perfect role for me on the team.

My coach handed me a new helmet. This one didn't look the same as my other helmet. This one had a little covering on the face of the helmet. That would protect me from the ball coming at my head all the time. I was going to be standing right behind home plate after all. All the batters would be right in front of me. The pitchers would be throwing the ball right at me.

It took me a few days to get used to my new role. But, then I was great at it. I called all the right plays and was fair to everyone. I got to use my loud cheering voice to shout when players were safe or out. I'm so glad my coach found the best spot for me on the team!



What new role did the coach give the boy?

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Why did the boy like his new role on the team?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: A New Role Level: L

I tried out for the baseball team last weekend. I was surprised when I made the team. I think everyone who tries out makes the team. Otherwise, I'm not good at baseball. I really shouldn't have made the team! I watched my friends as we had tryouts. I tried to do everything the same as them, but it didn't really work. They were faster than me. They were quicker at getting the ball and better hitters. I tried my best, but I just wasn't as good as them. I was great at cheering loudly for everyone though!

Today was our first practice. I listened to everything my coach said to do. I tried to do everything. I was hoping by the end of the week I'd be a little better at running, hitting and catching the ball. We had practice each day after school. Even though I wasn't good, I still loved going to practice. It was nice to play outside in the warm sun with my friends.

The week went by pretty quickly. I tried my best each day, but I still wasn't getting any better. My coach told me he had an idea for me. I listened carefully to his idea and I loved it! My coach wanted me to be the umpire. The umpire in baseball is the person who is in charge of watching the ball.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/230 (\*409 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 95% (217 words or less correct)

Instructional 95-97% (218-224 words correct)

Independent 98-100% (225-230 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: A New Role Level: L

I tried out for the baseball team last weekend. I was surprised when I made the team. I think everyone who tries out makes the team. Otherwise, I'm not good at baseball. I really shouldn't have made the team! I watched my friends as we had tryouts. I tried to do everything the same as them, but it didn't really work. They were faster than me. They were quicker at getting the ball and better hitters. I tried my best, but I just wasn't as good as them. I was great at cheering loudly for everyone though!

Today was our first practice. I listened to everything my coach said to do. I tried to do everything. I was hoping by the end of the week I'd be a little better at running, hitting and catching the ball. We had practice each day after school. Even though I wasn't good, I still loved going to practice. It was nice to play outside in the warm sun with my friends.

The week went by pretty quickly. I tried my best each day, but I still wasn't getting any better. My coach told me he had an idea for me. I listened carefully to his idea and I loved it! My coach wanted me to be the umpire. The umpire in baseball is the person who is in charge of watching the ball.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/230 (\*409 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 95% (217 words or less correct)

Instructional 95-97% (218-224 words correct)

Independent 98-100% (225-230 words correct)

# Lesson Plan: Fred and Frankie {Level L}

## Before Reading {5 mins}:

### 1. Introduce Story {2 mins}:

\*Today the title of our story is: Fred and Frankie. This is a story about two fish, Fred and Frankie, who are very excited that spring has begun and the Lake is no longer frozen.

\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

\*Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly'- when you see those make sure you are adding the ending sound while you read the new word.

Examples in story: longer, hurried, telling

\*Blends- Blends are 2-3 consonants right next to each other. Make sure you say both of those sounds when you see them together. They may be at the beginning, middle or end of the word.

Examples in story: Fred, Frankie, brightly

\*Different Long vowel combinations. When we see words like that we will say the long vowel sounds (words with silent e or vowel combinations 'ee', two vowels walking 'ea', r controlled vowels 'ar' etc.)

Examples in story: least, thinner, sheet

\***Model how to do this during quick picture walk-** On the third line, I see a word with a vowel combination. I'm going to say the 'ar' sound when I get to the 'ar' part of the word. "s-t-ar-t" The word is 'start.'

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: above, frozen, below

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out what the fish do on the sunny spring day.

\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Can you break down the word to its syllables?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

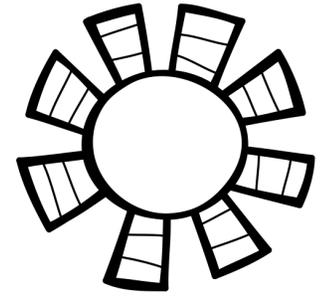
Can you retell the story in sequential order?

\*Students then complete the two questions by writing sentences. Discuss student responses.

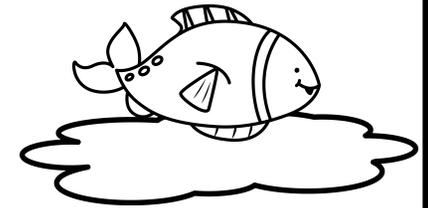
6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

The sun melted all the ice and the lake was no longer frozen. Spring had arrived! That make Fred the happiest fish in the sea. Now he could jump above the winter again. That was more fun than staying under the ice all winter long. Kids would start to come and go fishing again too. He wasn't worried about them. Fred always ate their worms and then swam away before they could get him. Fred wanted to go tell all his fish friends about the melted ice. Everyone would be so excited!

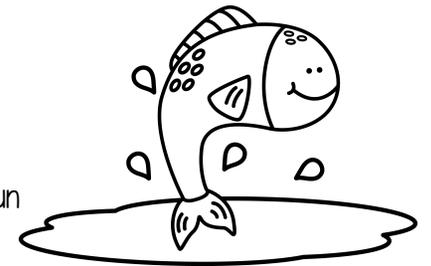


Off Fred the Fish swam to find his friends. He couldn't wait to share the news with them all. Now they all could play together by jumping above the water. Fred hurried over to his friend Frankie first. He knew Frankie would be just as excited as him. Fred woke Frankie up and said, "Follow me." Frankie followed Fred to the top of the water and watched Fred jump above the water. "This is fantastic," said Frankie. "Let's go share the news with everyone else."



Frankie and Fred spent the rest of the morning telling everyone. The fish all squealed when they found out. All the fish were sick of winter and were ready for some fresh air. Fred and Frankie then spent the afternoon jumping above the water. They must've jumped out of the water one hundred times at least! The fish were tired by the time the sun went down. It was time for them to relax below the water again. They stayed underwater the rest of the night.

The next morning, Fred woke up and swam to the top of the lake. He tried to jump above the water. But, there was one big problem. There was a thin sheet of ice at the top of the lake. It had gotten cold enough overnight that the lake froze again. Fred was bummed to find that out. But, he also saw the sun shining brightly through the ice. He knew the ice wouldn't last long this time. He went to wake up Frankie. They spent the day like they usually did in the winter. They swam around the lake but kept checking the ice. It got thinner and thinner throughout the morning.



By lunchtime the sun was strong. Frankie and Fred checked the ice again. They found a big crack along the middle of the lake which meant the ice was breaking! Frankie and Fred helped break the ice some more by pushing against it. Soon enough the ice melted all the way. The fish were free to jump above the water again. They were thankful the sun was so strong. Otherwise they would've been bummed for the rest of the day!

Why were the fish so excited?

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Why were the fish glad the sun was so strong?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Fred and Frankie Level: L

The sun melted all the ice and the lake was no longer frozen. Spring had arrived! That make Fred the happiest fish in the sea. Now he could jump above the winter again. That was more fun than staying under the ice all winter long. Kids would start to come and go fishing again too. He wasn't worried about them. Fred always ate their worms and then swam away before they could get him. Fred wanted to go tell all his fish friends about the melted ice. Everyone would be so excited!

Off Fred the Fish swam to find his friends. He couldn't wait to share the news with them all. Now they all could play together by jumping above the water. Fred hurried over to his friend Frankie first. He knew Frankie would be just as excited as him. Fred woke Frankie up and said, "Follow me." Frankie followed Fred to the top of the water and watched Fred jump above the water. "This is fantastic," said Frankie. "Let's go share the news with everyone else."

Frankie and Fred spent the rest of the morning telling everyone. The fish all squealed when they found out. All the fish were sick of winter and were ready for some fresh air. Fred and Frankie then spent the afternoon jumping above the water. They must've jumped out of the water one hundred times at least!

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/233 (\*456 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 95% (208 words or less correct)

Instructional 95-97% (209-220 words correct)

Independent 98-100% (221-233 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Fred and Frankie Level: L

The sun melted all the ice and the lake was no longer frozen. Spring had arrived! That make Fred the happiest fish in the sea. Now he could jump above the winter again. That was more fun than staying under the ice all winter long. Kids would start to come and go fishing again too. He wasn't worried about them. Fred always ate their worms and then swam away before they could get him. Fred wanted to go tell all his fish friends about the melted ice. Everyone would be so excited!

Off Fred the Fish swam to find his friends. He couldn't wait to share the news with them all. Now they all could play together by jumping above the water. Fred hurried over to his friend Frankie first. He knew Frankie would be just as excited as him. Fred woke Frankie up and said, "Follow me." Frankie followed Fred to the top of the water and watched Fred jump above the water. "This is fantastic," said Frankie. "Let's go share the news with everyone else."

Frankie and Fred spent the rest of the morning telling everyone. The fish all squealed when they found out. All the fish were sick of winter and were ready for some fresh air. Fred and Frankie then spent the afternoon jumping above the water. They must've jumped out of the water one hundred times at least!

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/233 (\*456 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 95% (208 words or less correct)

Instructional 95-97% (209-220 words correct)

Independent 98-100% (221-233 words correct)

# Lesson plan: Spring in the Tree House {Level L}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

- \*Today the title of our story is: Spring in the Tree House. This is a story about Jake who couldn't wait to go into his tree house. It is finally nice enough out and he spends a day in there.
- \*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

- \*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: backyard, weekend, anywhere

- \*Contractions- A contraction is a shortened form of two words. When you read the contraction, make sure you say the shortened version of the word, as it is written.

Examples in story: wouldn't, couldn't, didn't

- \*Digraphs- sh/ch/th/wh. What do those sounds say when they are together?

Examples in story: thrilled, bothered, there

- \***Model how to do this during quick picture walk-** On the seventh line, I see a word with a ch- at the beginning of the word. When I read the word, I am going to make the 'ch' sound and then sound out the rest of the word. "ch-e-ck-ed" the word is checked.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

- \*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words/2-3 syllable words/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: Ladder, tree house

3.

### Set Purpose for Reading {1 min}:

- \*Today we are reading to find out what happens to Jake in the tree house.
- \*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

- \*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.
- \*Teacher- listen to students read and guide them through any errors by providing prompts:
  - \*Look at the pictures.
  - \*Is that a word we already know?
  - \*Can you say all the sounds in the word?
  - \*Can you break up the word into smaller parts?
  - \*Can you break down the word to its syllables?
  - \*Does the word have an added ending?
  - \*Does the word have any special vowel combinations that you know?
  - \*Does the word have any unusual patterns you recognize?
  - \*Can you reread the sentence to make sure it makes sense?
  - \*What fix up strategy can you use to figure out that word?
- \*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

- \*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

Can you retell the story in sequential order?

- \*Students then complete the two questions by writing sentences. Discuss student responses.

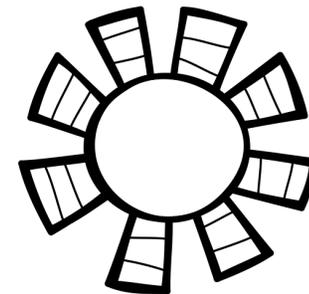
6.

- If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Spring in the Tree House

Name: \_\_\_\_\_

All winter long, Jake dreamed of his tree house. He couldn't wait for the snow to melt so he could climb up there. He had fun playing in his backyard, but the tree house was just for him. It was too tough to get there in the winter. The ladder was too slippery from the snow and ice. But the snow was finally melting- it was spring. The weather was getting warmer each day and the sun felt nice. Jake knew it wouldn't be long until he could play in his tree house again. His dad said to wait just a few more days until the weekend. Jake checked on his tree house each day. There was barely any snow or ice left.



The weekend arrived and Jake's dad checked on the tree house. He climbed up the ladder and said it was now safe to go up there. Jake was thrilled that he could now go up there. No one ever bothered him up in his tree house. Even his little sister stayed away from the tree house. She didn't like being so high off the ground. Jake grabbed some toys and hurried out to his tree house. Once he climbed up the ladder he started laughing. He hadn't expected to see snow inside his tree house. There wasn't much left, but one corner was still wet from snow.

He decided to go in anyway. Jake would just stay away from that corner. Jake put down his toys and started playing. The afternoon flew by while Jake played in his tree house. Just as usual, no one bothered him. He wasn't even sure everyone knew where he was playing!

After awhile, Jake started to get hungry. He played for a few more minutes. Then, he collected his toys and stood up. Something felt strange to Jake, so he felt the back of his pants. Jake couldn't believe it- his pants were soaking wet. Jake looked over at the corner where the snow had been. There was no snow anywhere in the tree house anymore. That made Jake laugh.

Jake had been so excited to play he didn't even notice that the snow was melting in there. Even though his pants got soaked, Jake didn't mind. He headed inside and the first thing he did was change his pants. At least he knew why his pants were wet. Plus, now he should be ok for tomorrow. There shouldn't be any more snow melting in his tree house!



What was Jake waiting for before he could go in his tree house?

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Why did Jake change his pants when he came out of the tree house?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Spring in the Tree House Level: L

All winter long, Jake dreamed of his tree house. He couldn't wait for the snow to melt so he could climb up there. He had fun playing in his backyard, but the tree house was just for him. It was too tough to get there in the winter. The ladder was too slippery from the snow and ice. But the snow was finally melting- it was spring. The weather was getting warmer each day and the sun felt nice. Jake knew it wouldn't be long until he could play in his tree house again. His dad said to wait just a few more days until the weekend. Jake checked on his tree house each day. There was barely any snow or ice left.

The weekend arrived and Jake's dad checked on the tree house. He climbed up the ladder and said it was now safe to go up there. Jake was thrilled that he could now go up there. No one ever bothered him up in his tree house. Even his little sister stayed away from the tree house. She didn't like being so high off the ground. Jake grabbed some toys and hurried out to his tree house. Once he climbed up the ladder he started laughing. He hadn't expected to see snow inside his tree house. There wasn't much left, but one corner was still wet from snow.

He decided to go in anyway.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/233 (\*4.14 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent  
Frustrational below 95% (208 words or less correct)  
Instructional 95-97% (209-220 words correct)  
Independent 98-100% (221-233 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Spring in the Tree House Level: L

All winter long, Jake dreamed of his tree house. He couldn't wait for the snow to melt so he could climb up there. He had fun playing in his backyard, but the tree house was just for him. It was too tough to get there in the winter. The ladder was too slippery from the snow and ice. But the snow was finally melting- it was spring. The weather was getting warmer each day and the sun felt nice. Jake knew it wouldn't be long until he could play in his tree house again. His dad said to wait just a few more days until the weekend. Jake checked on his tree house each day. There was barely any snow or ice left.

The weekend arrived and Jake's dad checked on the tree house. He climbed up the ladder and said it was now safe to go up there. Jake was thrilled that he could now go up there. No one ever bothered him up in his tree house. Even his little sister stayed away from the tree house. She didn't like being so high off the ground. Jake grabbed some toys and hurried out to his tree house. Once he climbed up the ladder he started laughing. He hadn't expected to see snow inside his tree house. There wasn't much left, but one corner was still wet from snow.

He decided to go in anyway.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/233 (\*4.14 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent  
Frustrational below 95% (208 words or less correct)  
Instructional 95-97% (209-220 words correct)  
Independent 98-100% (221-233 words correct)

# Lesson Plan: Leader of the Day {Level M}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

- \*Today the title of our story is: Leader of the Day. This is a story about a girl who is gets to Lead her soccer team for the day, but something goes wrong when practice begins.
- \*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, Look for smaller parts of the word you already know, Look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.  
Some of the new words will have:
  - \*Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly'- when you see those make sure you are adding the ending sound while you read the new word.  
Examples in story: chatting, suddenly, stretches
  - \*Blends- Blends are 2-3 consonants right next to each other. Make sure you say both of those sounds when you see them together. They may be at the beginning, middle or end of the word.  
Examples in story: pretty, drills, afraid
  - \*Consonants with different sounds- Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc.) When you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound.  
Examples in story: excited, since, once
- \*Model how to do this during quick picture walk- On the first line, I see a word with a consonant that makes a different sound than usual. I'm going to switch the sound of the letter c in the word from 'c' to 's'. The word is: practice

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

- \*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ly, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words (discuss different sounds that vowel patterns make like 'oo' in book and 'oo' in moon)/2-4 syllable words (practice breaking words down by syllables)/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: drills, remember, nervous

3.

### Set Purpose for Reading {1 min}:

- \*Today we are reading to find out what happened while the girl was the Leader.
- \*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

- \*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.
- \*Teacher- listen to students read and guide them through any errors by providing prompts:
  - \*Look at the pictures.
  - \*Is that a word we already know?
  - \*Can you say all the sounds in the word?
  - \*Can you break up the word into smaller parts?
  - \*Can you break down the word to its syllables?
  - \*Does the word have an added ending?
  - \*Does the word have any special vowel combinations that you know?
  - \*Do those vowels make any other sounds when together?
  - \*Does the word have any unusual patterns you recognize?
  - \*Can you reread the sentence to make sure it makes sense?
  - \*What fix up strategy can you use to figure out that word?
- \*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

- \*Verbally discuss text. Remind students that all answers should be directly from the text.  
Prompts:
    - What was this story all about?
    - What are important details from the story?
    - Who are the characters and what is the setting of this story?
    - Is this fiction or non fiction? How can you tell?
    - What happened at the beginning/middle/end of the story?
    - Why is this a good title for the story?
    - What did the author mean when she wrote \_\_\_\_?
    - Does this story remind you of any other stories you have read?
    - How was the character feeling in the story?
    - What was the problem/resolution in the story?
    - Can you retell the story in sequential order?
  - \*Students then complete the two questions by writing sentences. Discuss student responses.
- If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

6.

## Leader of the Day

I'm really excited for soccer practice today on this perfect spring day. This practice is even more special than usual. Each practice, my coach picks one kid to be the leader of the group. The leader gets to lead the stretches and drills that day. My coach told me yesterday that I would be the leader today. I haven't been the leader yet, but I think it'll be a lot of fun. I always paid attention at practice so I knew all the stretches and drills well. I thought it would be pretty easy to be the leader.

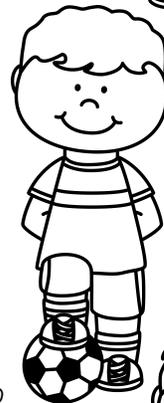
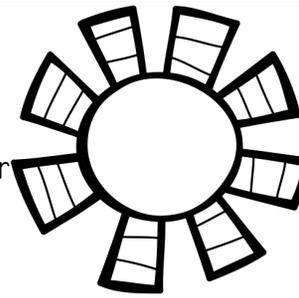
I got to practice early since I was the leader. I wanted to be ready to start as soon as everyone got there. My coach was of course already there too. We went over all the stretches and drills. He wanted to make sure I knew what I'd be leading. Of course, I knew it all already! Slowly, my teammates started showing up. Everyone was chatting with each other while we waited for the whole team. Once everyone was there, my coach told the group that I was the leader of the day. He then gave me a thumbs up- that meant it was time for me to start the stretches.

I stood at the front of the group. As I looked out over my team, I suddenly became very shy. I wasn't so sure about being the leader anymore. I stared at my teammates and everyone just stared right back at me. I didn't know what to say. Suddenly I had forgotten all the stretches. One of my teammates started reaching his arms into the air. He was trying to help me out. I then remembered- that was the one we started with each day. I slowly lifted my arms into the air. My teammates all did the same thing.

I still hadn't said anything to the group. I was afraid to open my mouth and speak. But I knew as the leader, I had to count up to ten for each stretch so that everyone could count with me. I finally started counting and everyone joined me. My coach gave me a thumbs up. That made me feel much better. I then remembered the order of our stretches. My voice got a little louder with each stretch we did. By the time we started the drills, I wasn't feeling shy anymore.

I showed the group how to kick the ball to a partner. I reminded them not to kick too hard since everyone was standing close to each other. As the leader, I wanted to make sure nobody got hurt. We then all started working with a partner on our drills. Between each drill, the group turned back to look at me. They stared at me just like they did at the start of practice. But, I wasn't afraid anymore. I knew just what to do. I even started smiling at the group as we finished each drill.

Being the leader for the day was no big deal! Well, it was a big deal and it may not have been easy at first, but I loved being the leader of the day. I hope my coach picks me again someday soon. I don't think I'll forget the stretches or drills again. I was just a little nervous today. Now, I know I can do it though! Maybe I'll even be a coach someday...



Name: \_\_\_\_\_

What happened when the girl started leading the stretches?

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How did the girl feel at the end of practice?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Leader of the Day Level: M

I'm really excited for soccer practice today on this perfect spring day. This practice is even more special than usual. Each practice, my coach picks one kid to be the leader of the group. The leader gets to lead the stretches and drills that day. My coach told me yesterday that I would be the leader today. I haven't been the leader yet, but I think it'll be a lot of fun. I always paid attention at practice so I knew all the stretches and drills well. I thought it would be pretty easy to be the leader.

I got to practice early since I was the leader. I wanted to be ready to start as soon as everyone got there. My coach was of course already there too. We went over all the stretches and drills. He wanted to make sure I knew what I'd be leading. Of course, I knew it all already! Slowly, my teammates started showing up. Everyone was chatting with each other while we waited for the whole team. Once everyone was there, my coach told the group that I was the leader of the day. He then gave me a thumbs up- that meant it was time for me to start the stretches.

I stood at the front of the group. As I looked out over my team, I suddenly became very shy. I wasn't so sure about being the leader anymore.

Observational Notes: Errors: _____ Self Corrects: _____
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Score: _____/238 (*573 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (212 words or less correct) Instructional 95-97% (213-224 words correct) Independent 98-100% (225-238 words correct)
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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Leader of the Day Level: M

I'm really excited for soccer practice today on this perfect spring day. This practice is even more special than usual. Each practice, my coach picks one kid to be the leader of the group. The leader gets to lead the stretches and drills that day. My coach told me yesterday that I would be the leader today. I haven't been the leader yet, but I think it'll be a lot of fun. I always paid attention at practice so I knew all the stretches and drills well. I thought it would be pretty easy to be the leader.

I got to practice early since I was the leader. I wanted to be ready to start as soon as everyone got there. My coach was of course already there too. We went over all the stretches and drills. He wanted to make sure I knew what I'd be leading. Of course, I knew it all already! Slowly, my teammates started showing up. Everyone was chatting with each other while we waited for the whole team. Once everyone was there, my coach told the group that I was the leader of the day. He then gave me a thumbs up- that meant it was time for me to start the stretches.

I stood at the front of the group. As I looked out over my team, I suddenly became very shy. I wasn't so sure about being the leader anymore.

Observational Notes: Errors: _____ Self Corrects: _____
--

Score: _____/238 (*573 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (212 words or less correct) Instructional 95-97% (213-224 words correct) Independent 98-100% (225-238 words correct)
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# Lesson plan: paddle ride {Level M}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

\*Today the title of our story is: Paddle Ride. This is a story about a group of bugs who are excited to spend the day alone at the pond. Then some kids show up and at first the bugs aren't happy.  
\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

\*'y' at the end of the word- When you see that, the letter 'y' acts like a long vowel sound saying either 'e' or 'i'- try saying either of those long vowel sounds when you see 'y' at the end of a word.

Examples in story: pretty, easy, lazy

\*Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly'- when you see those make sure you are adding the ending sound while you read the new word. Examples in story: longest, faster, suddenly

\*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: themselves, anyway, afternoon

\***Model how to do this during quick picture walk-** On the fourth line, I see a compound word. I am going to cover up the letters "e-v-e-r" and read the first part of the word 'when.' Now I will cover up 'when' and read the other part 'ever.' I will now put them together- 'whenever.'

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ly, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words (discuss different sounds that vowel patterns make like 'oo' in book and 'oo' in moon)/2-4 syllable words (practice breaking words down by syllables)/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: interrupted, paddle

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out what ends up happening at the pond.

\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Can you break down the word to its syllables?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Do those vowels make any other sounds when together?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

5.

## After Reading {5 mins}:

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

Can you retell the story in sequential order?

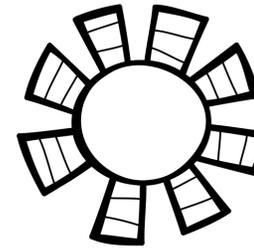
\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Paddle Ride

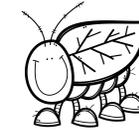
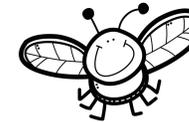
The pond looked great today. The weather had warmed up a lot and the sun was shining. The bugs were all ready to spend their day at the pond. They were glad that when they showed up at the pond there was no one else there. The bugs could enjoy the pond all by themselves! Plus, whenever the kids were there, they were super loud. The bugs were always bothered by those loud kids. They just wanted to swim up and down the pond in peace!



The day started out pretty easy. The bugs just hung out in the pond. They were being lazy and just floating in the pond. They liked to see who could float on the water the longest. After relaxing for awhile, the bugs decided to race each other up and down the pond. They spent the rest of the morning going up and down the pond. The fish swimming below them raced with them. The fish were always faster than the bugs. The bugs still had fun anyway. One their last race up and down the pond, the bugs and fish were interrupted.

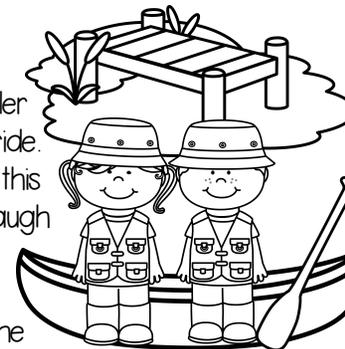


The bugs looked up at the loud noise that interrupted their race. They were not surprised when they saw some kids pulling a boat into the water. Of course the kids were making a lot of noise as they got the boat in the water. The bugs didn't like that the kids were going to ruin their afternoon. The bugs had enjoyed the morning so much and now the kids were going to take over the pond. The fish quickly swam away from the bugs. They didn't want the kids to see them.



Once the kids got the boat in the water, they started paddling over toward the bugs. The bugs didn't want to move out off the way since they had been there first. The boat came quickly toward them. Once the boat was right nearby, the bugs no longer had time to get out of the way. Suddenly they were flung into the air and right onto the boat. The paddle had gotten a hold of the bugs as it went underwater.

The bugs looked at each other as they sat on the boat. They were surprised by what had just happened. Then they began laughing. The ride on the paddle had gone so quick, it felt like a roller coaster. The bugs then dove right back into the water. They wanted to go on another paddle ride. Soon enough the paddle again swept them right up and back into the boat. The bugs repeated this for quite awhile. The kids never even noticed the bugs. Each time it happened, the bugs would laugh and quickly jump back in the water. It was just such a thrilling ride for them.



Finally the kids had to take the boat back to shore. After getting one more ride on the paddle, the bugs flew off. They couldn't believe how much fun it had been. Even if the bugs didn't have the pond to themselves all day, they actually enjoyed sharing the pond. Turned out it was even better to have kids at the pond. Otherwise they wouldn't have been on a paddle roller coaster all day! The bugs hoped the kids would come back another nice day. They were excited for another paddle ride!

Name: \_\_\_\_\_

What did the bugs do all day at the pond?

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Why were the bugs glad to share the pond in the end?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Paddle Ride Level: M

The pond looked great today. The weather had warmed up a lot and the sun was shining. The bugs were all ready to spend their day at the pond. They were glad that when they showed up at the pond there was no one else there. The bugs could enjoy the pond all by themselves! Plus, whenever the kids were there, they were super loud. The bugs were always bothered by those loud kids. They just wanted to swim up and down the pond in peace!

The day started out pretty easy. The bugs just hung out in the pond. They were being lazy and just floating in the pond. They liked to see who could float on the water the longest. After relaxing for awhile, the bugs decided to race each other up and down the pond. They spent the rest of the morning going up and down the pond. The fish swimming below them raced with them. The fish were always faster than the bugs. The bugs still had fun anyway. One their last race up and down the pond, the bugs and fish were interrupted.

The bugs looked up at the loud noise that interrupted their race. They were not surprised when they saw some kids pulling a boat into the water. Of course the kids were making a lot of noise as they got the boat in the water.

Observational Notes: Errors: _____ Self Corrects: _____
--

Score: _____/233 (*562 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (208 words or less correct) Instructional 95-97% (209-220 words correct) Independent 98-100% (221-233 words correct)
--

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Paddle Ride Level: M

The pond looked great today. The weather had warmed up a lot and the sun was shining. The bugs were all ready to spend their day at the pond. They were glad that when they showed up at the pond there was no one else there. The bugs could enjoy the pond all by themselves! Plus, whenever the kids were there, they were super loud. The bugs were always bothered by those loud kids. They just wanted to swim up and down the pond in peace!

The day started out pretty easy. The bugs just hung out in the pond. They were being lazy and just floating in the pond. They liked to see who could float on the water the longest. After relaxing for awhile, the bugs decided to race each other up and down the pond. They spent the rest of the morning going up and down the pond. The fish swimming below them raced with them. The fish were always faster than the bugs. The bugs still had fun anyway. One their last race up and down the pond, the bugs and fish were interrupted.

The bugs looked up at the loud noise that interrupted their race. They were not surprised when they saw some kids pulling a boat into the water. Of course the kids were making a lot of noise as they got the boat in the water.

Observational Notes: Errors: _____ Self Corrects: _____
--

Score: _____/233 (*562 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (208 words or less correct) Instructional 95-97% (209-220 words correct) Independent 98-100% (221-233 words correct)
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# Lesson Plan: The Thunderstorm {Level M}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

- \*Today the title of our story is: The Thunderstorm. This is a story about a girl who is excited about being able to work in her garden all weekend. But then a few things go wrong before she can begin.
- \*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.
- Some of the new words will have:
  - \*'y' at the end of the word- When you see that, the letter 'y' acts like a long vowel sound saying either 'e' or 'i'- try saying either of those long vowel sounds when you see 'y' at the end of a word.  
Examples in story: easy, Sally, ready
  - \*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: afternoon, something, backyard
  - \*Consonants with different sounds- Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc.) When you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound.  
Examples in story: raged, placed, since
- \*Model how to do this during quick picture walk- On the first line, I see a word with a consonant that makes a different sound than usual. I'm going to switch the sound of the letter c in the word from 'c' to 's' The word is: excited.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

- \*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, y, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words (discuss different sounds that vowel patterns make like 'oo' in book and 'oo' in moon)/2-4 syllable words (practice breaking words down by syllables)/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

3.

### Vocabulary Focus Words: materials, disappointed

### Set Purpose for Reading {1 min}:

- \*Today we are reading to find out what happens when the girl is trying to garden.
- \*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

- \*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.
- \*Teacher- listen to students read and guide them through any errors by providing prompts:
  - \*Look at the pictures.
  - \*Is that a word we already know?
  - \*Can you say all the sounds in the word?
  - \*Can you break up the word into smaller parts?
  - \*Can you break down the word to its syllables?
  - \*Does the word have an added ending?
  - \*Does the word have any special vowel combinations that you know?
  - \*Do those vowels make any other sounds when together?
  - \*Does the word have any unusual patterns you recognize?
  - \*Can you reread the sentence to make sure it makes sense?
  - \*What fix up strategy can you use to figure out that word?
- \*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

- \*Verbally discuss text. Remind students that all answers should be directly from the text.

#### Prompts:

- What was this story all about?
  - What are important details from the story?
  - Who are the characters and what is the setting of this story?
  - Is this fiction or non fiction? How can you tell?
  - What happened at the beginning/middle/end of the story?
  - Why is this a good title for the story?
  - What did the author mean when she wrote \_\_\_\_?
  - Does this story remind you of any other stories you have read?
  - How was the character feeling in the story?
  - What was the problem/resolution in the story?
  - Can you retell the story in sequential order?
- \*Students then complete the two questions by writing sentences. Discuss student responses.

6.

- If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## The Thunderstorm

Sally felt like the week lasted forever. She was excited about the weekend and it was just taking forever to get here. This weekend she was going to be doing something new. She was going to plant her very own garden in her backyard. Sally already had all the tools she needed. Last weekend she bought all the seeds she wanted to plant. She was mainly going to plant flowers, but she also wanted to plant some vegetables. She chose tomato seeds and cucumber seeds. Sally hoped those would be easy to grow.

Finally it was Friday afternoon and the school week was over. Sally raced home to set up all her tools and seeds. She wanted to begin first thing the next morning. She placed everything on the back porch. Before she went to bed that night she peeked outside. Everything was right where it should be, ready for her to begin in the morning. Sally went to bed early since she wanted to get an early start on her garden the next morning. At first Sally was too excited to sleep. She just really wanted to get started on her garden. She kept picturing how wonderful her garden would be. There would be so many beautiful flowers and delicious food. Finally, she fell asleep, dreaming about flowers and tomatoes.

In the middle of the night, Sally woke up to a loud thunderstorm. She jumped out of bed- she had to check on all her materials outside on the porch. Quickly, she ran down the stairs and looked out the window. Thankfully everything was right where she had left it. That made Sally feel better so she hurried back upstairs and fell back asleep. She began dreaming of her garden again.

The next morning, Sally woke up to more thunderstorms. She was so disappointed. She knew she wouldn't be able to begin gardening early this morning like she had hoped. Sally ate breakfast and watched the weather channel. The weather lady said that the storms would stop in about an hour. If that was true, Sally would still have plenty of time to garden. She finished up her breakfast and then headed upstairs to change. She put on her best gardening outfit- one she didn't mind getting too dirty from all the mud she'd be around today.

By the time she was ready, the storms had passed. Sally rushed outside to grab all her materials. But she had another problem. Her materials were no longer where she left them. Sally looked all over the yard, she found a few of her tools nearby since those were heavier. The seed packets weren't anywhere though. She walked around her yard a few times and could not find them anywhere. She went inside, crying. Then she perked up as soon as she got inside. Her seed packets were sitting on the kitchen table. Her mom must've put them there while she was changing! She could begin gardening after all which made Sally very happy!



Name: \_\_\_\_\_

What problems did Sally face in the story?

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Why was she happy in the end?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: The Thunderstorm Level: M

Sally felt like the week lasted forever. She was excited about the weekend and it was just taking forever to get here. This weekend she was going to be doing something new. She was going to plant her very own garden in her backyard. Sally already had all the tools she needed. Last weekend she bought all the seeds she wanted to plant. She was mainly going to plant flowers, but she also wanted to plant some vegetables. She chose tomato seeds and cucumber seeds. Sally hoped those would be easy to grow.

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In the middle of the night, Sally woke up to a loud thunderstorm.

Observational Notes:

Errors: \_\_\_\_\_ Self Corrects: \_\_\_\_\_

Score: \_\_\_\_\_/234 (\*502 Total Word Count)

Percentage Correct: \_\_\_\_\_

Circle one: Frustrational Instructional Independent

Frustrational below 95% (220 words or less correct)

Instructional 95-97% (221-226 words correct)

Independent 98-100% (227-234 words correct)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: The Thunderstorm Level: M

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Circle one: Frustrational Instructional Independent

Frustrational below 95% (220 words or less correct)

Instructional 95-97% (221-226 words correct)

Independent 98-100% (227-234 words correct)

# Lesson Plan: Rainy Day Friends {Level M}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

\*Today the title of our story is: Rainy Day Friends. This is a story about animals who want to find something fun to do on the rainy day.

\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

\*Consonants with different sounds- Words sometimes have letters that do not make the same sound as usual. (The letter c sounds like s, g sounds like j, etc.) When you read those words, if it doesn't make sense with its usual sound, try switching the consonant to a different sound.

Examples in story: enough, face, excited

\*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together. Examples in story: something, raincoat, footprints

\*Contractions- A contraction is a shortened form of two words. When you read the contraction, make sure you say the shortened version of the word, as it is written.

Examples in story: don't, I'll, we're

\***Model how to do this during quick picture walk-** On the fourth line, I see a contraction. When I read the word, I'm going to say it just the way I see it: wouldn't. Wouldn't is short for would not.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, y, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words (discuss different sounds that vowel patterns make like 'oo' in book and 'oo' in moon)/2-4 syllable words (practice breaking words down by syllables)/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: something, plan, splash

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out what the animals end up doing on the rainy day.

\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

\*Can you break down the word to its syllables?

\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Do those vowels make any other sounds when together?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

Can you retell the story in sequential order?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Rainy Day Friends

"Looks like today is going to be another rainy day," said Frog. "Don't forget your umbrella and rain gear, Turtle." Turtle swam out of the water and grabbed his umbrella and rain hat. Even though Turtle really liked water, he was getting sick of all this rain. Spring had way more rainy days this year than sunny days. But, Turtle knew that soon enough it wouldn't rain all the time. Frog also put on his hat and raincoat and then headed out with Turtle. They were off to find something to do for the day.

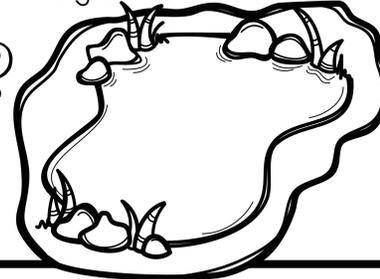
Bird flew up to the animals as soon as she saw them. She asked, "What are you guys up to today?" Turtle and Frog explained that they were looking for something to do. "I'll join you," said Bird. Bird then went back to her nest to grab her hat and raincoat as well. Bird liked staying in her nest on these rainy days. But she was getting sick of doing that. Today she wanted to play with her friends. Bird, Frog and Turtle headed out together. None of them had a plan, but they were just looking for something fun to do.

The animals walked around for awhile. They didn't really want to play in puddles again today. They had done that for so many days already. The animals got tired of walking around so much with nothing to do. Even with all their rain gear, they still seemed to be getting wet from all the walking around. Finally Frog came up with an idea. "Follow me back this way," said Frog. He had a big smile on his face so the other animals trusted that he had a really good idea.

Frog led the animals back down the path. They walked right in their same footprints for quite awhile. Frog hopped along quickly while Bird flew above him. Turtle followed as quickly as he could. Frog was moving quickly because he was excited. "We're almost there," said Frog. Bird looked ahead of her and all she saw was the pond. Suddenly Frog began hopping really quickly. "Hey, wait up," said Turtle. Turtle began moving even quicker. He didn't want to lose his friends. Bird slowed down a little so that Turtle didn't fall too far behind. Frog then disappeared behind the tall grass around the pond. Turtle and Bird were getting close to catching up when they heard a big splash.

Turtle and Bird hurried through the tall grass. They saw Frog's two eyes just sitting above the water. "Come on in here," said Frog. "This way it doesn't matter if we are getting wet!" Turtle and Bird looked at each other. They decided it was the best idea they'd had all day. Turtle didn't make a big splash, but he slowly climbed into the water. Bird flew high above the water and dove deep into the pond. She was tiny so she didn't make a big splash.

The animals then spent the rest of the day in the pond. They enjoyed the feeling of the rain while they played in the pond. The rain wasn't such a big deal when they were in the pond. Bird and Frog even had a diving contest that Turtle judged. Now the animals hoped to have more rainy days this spring!



Name: \_\_\_\_\_

What great idea did Frog come up with for the rainy day?

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Why were the animals looking for something fun to do for the day?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Rainy Day Friends Level: M

"Looks like today is going to be another rainy day," said Frog. "Don't forget your umbrella and rain gear, Turtle." Turtle swam out of the water and grabbed his umbrella and rain hat. Even though Turtle really liked water, he was getting sick of all this rain. Spring had way more rainy days this year than sunny days. But, Turtle knew that soon enough it wouldn't rain all the time. Frog also put on his hat and raincoat and then headed out with Turtle. They were off to find something to do for the day.

Bird flew up to the animals as soon as she saw them. She asked, "What are you guys up to today?" Turtle and Frog explained that they were looking for something to do. "I'll join you," said Bird. Bird then went back to her nest to grab her hat and raincoat as well. Bird liked staying in her nest on these rainy days. But she was getting sick of doing that. Today she wanted to play with her friends. Bird, Frog and Turtle headed out together. None of them had a plan, but they were just looking for something fun to do.

The animals walked around for awhile. They didn't really want to play in puddles again today. They had done that for so many days already. The animals got tired of walking around so much with nothing to do.

Observational Notes: Errors: _____ Self Corrects: _____
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Score: _____/235 (*554 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (210 words or less correct) Instructional 95-97% (211-221 words correct) Independent 98-100% (222-235 words correct)
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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Rainy Day Friends Level: M

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The animals walked around for awhile. They didn't really want to play in puddles again today. They had done that for so many days already. The animals got tired of walking around so much with nothing to do.

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Score: _____/235 (*554 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (210 words or less correct) Instructional 95-97% (211-221 words correct) Independent 98-100% (222-235 words correct)
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# Lesson Plan: Ready for the Rain {Level M}

## Before Reading {5 mins}:

1.

### Introduce Story {2 mins}:

\*Today the title of our story is: Ready for the Rain. This is a story about a girl, Abby, who is always prepared for rainy days. There are no rainy days, until one day, Abby sees rain clouds!  
\*Most parts of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.

Some of the new words will have:

\*Compound words- Compound words are words that can be broken up into two smaller words. When we see words like that we will cover up part of the word and read the two smaller words first, then put them together.

Examples in story: raincoat, understand, everyone

\*Contractions- A contraction is a shortened form of two words. When you read the contraction, make sure you say the shortened version of the word, as it is written.

Examples in story: didn't, hadn't, wouldn't

\*Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly'- when you see those make sure you are adding the ending sound while you read the new word. Examples in story: waiting, protected, darker

\***Model how to do this during quick picture walk-** On the first line, I see a word with an -ly ending. When I read the word, I am going to cover up the ending first and then add -ly. "usual-ly" the word is usually.

2.

### Tricky Words & Vocabulary Introduction {2 mins}:

\*Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above). Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -ail)/blends/consonant clusters/digraphs/word endings (er, est, ly, ing, ed, s) and base words with different affixes (like, likes, liked, liking, do, redo)/vowel combination words (discuss different sounds that vowel patterns make like 'oo' in book and 'oo' in moon)/2-4 syllable words (practice breaking words down by syllables)/plural vs singular words/contractions and 's possessive words/little words in big words (small) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc, based on time and need for practice based on group.

Vocabulary Focus Words: weather report, prepared

3.

### Set Purpose for Reading {1 min}:

\*Today we are reading to find out if it finally rains for Abby.

\*We also need to make sure to use our fix up strategies to figure out challenging words.

4.

## During Reading {5 mins}:

\*Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

\*Teacher- listen to students read and guide them through any errors by providing prompts:

\*Look at the pictures.

\*Is that a word we already know?

\*Can you say all the sounds in the word?

\*Can you break up the word into smaller parts?

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\*Does the word have an added ending?

\*Does the word have any special vowel combinations that you know?

\*Do those vowels make any other sounds when together?

\*Does the word have any unusual patterns you recognize?

\*Can you reread the sentence to make sure it makes sense?

\*What fix up strategy can you use to figure out that word?

\*Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

## After Reading {5 mins}:

5.

### Respond to text:

\*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

What was this story all about?

What are important details from the story?

Who are the characters and what is the setting of this story?

Is this fiction or non fiction? How can you tell?

What happened at the beginning/middle/end of the story?

Why is this a good title for the story?

What did the author mean when she wrote \_\_\_\_?

Does this story remind you of any other stories you have read?

How was the character feeling in the story?

What was the problem/resolution in the story?

Can you retell the story in sequential order?

\*Students then complete the two questions by writing sentences. Discuss student responses.

6.

If time: Have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

## Ready for the Rain

Each day in the spring, Abby wore her raincoat and brought her umbrella to school. She even usually had her umbrella up while waiting at the bus stop. She wanted to be ready for the rain if it came down. Abby had a reason that she always had her rain gear with her. The weather report kept saying that there was a chance of rain. Abby wanted to be ready if the rain actually came down. The other kids at the bus stop always laughed at her. Abby didn't let it bother her though. She knew those other kids just didn't understand. One day she would be ready for the rain and everyone else would be getting wet.

Before school Abby always ate breakfast. During breakfast she watched the weather report. Each day so far this week it had shown some rain clouds. Each day passed by without any rain. Abby was hopeful that by Friday the rain would come down. She loved her umbrella and raincoat. She didn't mind wearing it each day. Plus, the umbrella protected her from the sun too. The sun never made her too warm under the umbrella.

During the school day, Abby would peek out her classroom window. She was checking for those rain clouds. Each day no rain clouds came. She was starting to wonder if her weatherman was giving the right report. He hadn't been right one day this week! At recess, Abby left her umbrella inside. She spent most of recess on the swings looking up at the clouds. Her teacher had taught her a lot about clouds. Abby knew just which type of clouds to look for in the sky. Those clouds just kept not showing up.

On Friday, Abby showed up to the bus stop with her umbrella as usual. But something new happened that morning. Her friend Bobby showed up with an umbrella too. He explained that he thought she was really smart. Bobby wanted to be ready for the rain, too. That made Abby happy. She would've shared her umbrella with Bobby since he was her friend. But now she wouldn't have to share with him. He was prepared for the rain too.

Abby and Bobby played together on the swings that day. Bobby pointed to some clouds in the sky that looked like they were headed their way. Abby got really excited because the clouds looked like rain clouds. For the rest of the day, Abby looked out the window. The sky was getting darker. The wind started to pick up too. Abby could tell the rain was coming for real this time.

Abby and Bobby rode the bus home. As soon as they got off the bus, the rain came down. Abby and Bobby put up their umbrellas and slowly walked home. The other kids on the bus raced home. They didn't have their umbrellas and didn't want to get wet. Abby and Bobby gave each other high fives. They really were the smartest kids on the bus that day!



Name: \_\_\_\_\_

Why did Abby think it was going to rain each day?

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Why were Abby and Bobby the smartest kids on Friday?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Ready for the Rain Level: M

Each day in the spring, Abby wore her raincoat and brought her umbrella to school. She even usually had her umbrella up while waiting at the bus stop. She wanted to be ready for the rain if it came down. Abby had a reason that she always had her rain gear with her. The weather report kept saying that there was a chance of rain. Abby wanted to be ready if the rain actually came down. The other kids at the bus stop always laughed at her. Abby didn't let it bother her though. She knew those other kids just didn't understand. One day she would be ready for the rain and everyone else would be getting wet.

Before school Abby always ate breakfast. During breakfast she watched the weather report. Each day so far this week it had shown some rain clouds. Each day passed by without any rain. Abby was hopeful that by Friday the rain would come down. She loved her umbrella and raincoat. She didn't mind wearing it each day. Plus, the umbrella protected her from the sun too. The sun never made her too warm under the umbrella.

During the school day, Abby would peek out her classroom window. She was checking for those rain clouds. Each day no rain clouds came. She was starting to wonder if her weatherman was giving the right report.

Observational Notes: Errors: _____ Self Corrects: _____
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Score: _____/230 (*505 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (217 words or less correct) Instructional 95-97% (218-224 words correct) Independent 98-100% (225-230 words correct)
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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Running Record Title: Ready for the Rain Level: M

Each day in the spring, Abby wore her raincoat and brought her umbrella to school. She even usually had her umbrella up while waiting at the bus stop. She wanted to be ready for the rain if it came down. Abby had a reason that she always had her rain gear with her. The weather report kept saying that there was a chance of rain. Abby wanted to be ready if the rain actually came down. The other kids at the bus stop always laughed at her. Abby didn't let it bother her though. She knew those other kids just didn't understand. One day she would be ready for the rain and everyone else would be getting wet.

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During the school day, Abby would peek out her classroom window. She was checking for those rain clouds. Each day no rain clouds came. She was starting to wonder if her weatherman was giving the right report.

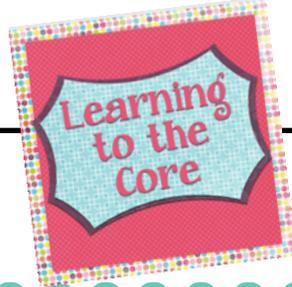
Observational Notes: Errors: _____ Self Corrects: _____
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Score: _____/230 (*505 Total Word Count) Percentage Correct: _____ Circle one: Frustrational Instructional Independent Frustrational below 95% (217 words or less correct) Instructional 95-97% (218-224 words correct) Independent 98-100% (225-230 words correct)
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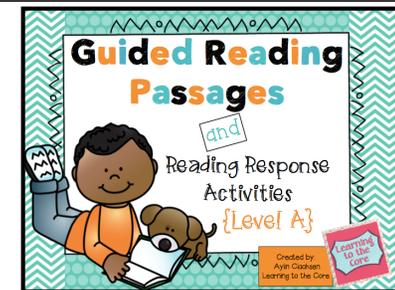
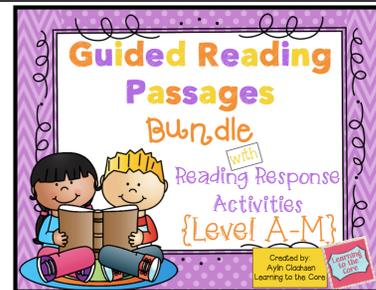


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